



Madras School of Social Work

(Estd. 1952)

(An Autonomous Institution affiliated to the University of Madras)

32, CASA MAJOR ROAD, EGMORE, CHENNAI - 600008.

Accredited by NAAC with "A" Grade in 2016



SELF STUDY REPORT (SSR) FOR 4th CYCLE OF ACCREDITATION

SSR SUBMITTED DATE: 02-11-2021

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SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BANGALORE



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MADRAS SCHOOL OF SOCIAL WORK

MADRAS SCHOOL OF SOCIAL WORK, 32, CASA MAJOR ROAD, EGMORE,
CHENNAI - 600008. TAMILNADU STATE

600008

<https://mssw.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Madras School of Social Work, established in 1952, is an **Autonomous Institution, NAAC accredited** and affiliated to **University of Madras**. It is located in Chennai, South India. Madras School of Social Work (MSSW) was founded by Mary Clubwala Jadhav under the auspices of Madras State Branch of the Indian Conference of Social Work (renamed the Indian Council of Social Welfare) and the Guild of Service (central). The School is run under the aegis of the Society for Social Education and Research (SSER).

MSSW has been rated as the **Best College for Social Work Education in South India** and one among the **top five Social Work Institutions in India**. The College offers undergraduate, postgraduate, research and postgraduate diploma programmes in social work and allied disciplines and follows the CBCS pattern as prescribed by Tamil Nadu State Council for Higher Education and University of Madras.

Madras School of Social Work is a **member of the Association of Schools of Social Work in India** and the **Asia – Pacific Association of Social Work Education**. The College is also affiliated to the **International Association of Schools of Social Work**.

Today, MSSW has completed **69 years of glorious service** to social work education in India. The college has **more than 800 students** on its rolls of which **68.5% are female students**. Out of the **54 members of the faculty**, 24 have a PhD degree and 13 have MPhil degrees. MSSW faculty have received both **Central and State funding** for their research projects. The College provides **consultancy** to corporate organizations and NGOs and collaborates with government agencies on training programmes and projects. MSSW has established **Centres of Excellence in Social Entrepreneurship and Health Psychology** to implement research and training in the respective fields. The institution, in alignment with its mission, ensures that it reaches out to the community through its regular community extension activities to work on health, education and livelihoods. The institution continues to make its strides in teaching-learning and research in social work and allied disciplines.

Vision

MSSW was born out of the **vision of Mary Clubwala Jadhav** who was an active social worker and Instrumental in starting Social welfare organisations. She was responsible for starting The Guild of Service Seva Samajam Boys' Home and the Seva Samajam Girls' Home in Adyar in 1950 for destitute children and Bala Vihar in Kilpauk, a school for mentally challenged children. Perhaps Mrs. Clubwala's most significant contribution was establishing the Madras School of Social Work in 1952 as the fourth social work institution in India and the first institution in South India. Mrs. Clubwala was honoured by Government of India with the prestigious Padma Shri, Padma Bhushan and Padma Vibhushan awards in recognition of her contribution to

social work. As per the visionary social work thoughts of the founder, **our college vision statement is...**

To be a global leader in education, research and intervention in social work and allied disciplines towards transforming the human potential into socially sensitive change agents for sustainable development.

Mission

MSSW Mission Statement

MSSW will create outstanding professionals, who will provide transformational leadership in the community and workplace, through:

- **An experiential transformative process of education and practice-oriented pedagogy involving multi-disciplinary social sciences research.**
- **Implementing Community outreach in our core competence areas, need and evidence-based community practice interventions and delivering training & consultancy services to Corporate, Government and Civil Society Organizations.**
- **Playing an active role in advocacy and policy formulation and access to contemporary knowledge resources.**

Objectives

For the execution of mission statement, MSSW having the following objectives...,

- **To impart education in the fields of Professional Social Work, Human Resource and Psychology and other related social science disciplines.**
- **To organize need based short-term courses and training programs for the student community field practitioners of Government and Non-Government sectors.**
- **To undertake institutional and sponsored research studies on various social problems, social welfare and other issues of local, national and international concern and thereby to contribute to policy making.**
- **To undertake community projects to empower the weaker sections marginalized groups in the neighbourhood community and thereby to facilitate their sustainable growth, and to enhance student's learning process.**
- **To arrange lectures, seminars, conferences, symposia and discussions on problems of social interest.**
- **To offer necessary consultation and guidance to the needy individuals and groups.**
- **To establish a meaningful Institution Industry Community Interface and Co-ordination.**
- **To encourage and bring out quality publications in the relevant fields.**

Brief History

Madras School of Social Work pioneered in professional Social Work education in **1952** by offering Diploma in Social Service Administration (DSSA). By **1975**, the college was offering MA in Social Work, affiliated to the prestigious **Madras University**. The college expanded to offering PG Diploma in Personnel Management and Industrial Relation in 1976, followed thereafter by M. Phil in Social Work. In a span of four decades, MSSW started offering **PhD in Social Work**. It celebrated its Golden Jubilee year in 2002 by starting MSc in Counselling & Guidance. Over the years, MSSW continued to **expand to offer Bachelor and Master programmes in several allied areas** including Psychology, Human Resource Management and others. MSSW is also an **empanelled training institution to train NSS Programme Officers of schools and colleges**.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Adequate Infrastructure** – MSSW is a **1.5-acre Wi-Fi enabled campus** with 10,800 sq. ft. built-up area. All classrooms are smart rooms, equipped with smart boards or LCD projectors. It has a dedicated Computer Centre, adequate hardware and licensed software for academic support and use.
- **Excellent Library** – MSSW library is fully computerized & 24x7 access to International Online Public Access Catalogue (IOPAC). It has impressive collection of books, e-books and subscribes journals, e-journals and EBSCO databases. Indexed around 30,000 articles published in various journals. The website www.mssw-virtuallibrary.in to access free scholarly materials online. It enables access to INBLIBNET's online resources for all.
- **Social focus in curricular and co-curricular activities** - MSSW integrates cross-cutting social issues relevant to Gender, Human values, Environment and Sustainability and Professional Ethics as an indispensable part of the curriculum. Community extension enables **experiential learning** as a valuable vehicle for sustainability education.
- **Updated Contemporary Curriculum** - MSSW curricula is a blend of theory and practice. Students gain exposure through field practicum and projects. A platter of teaching methods is adopted besides classroom lectures, including discussions, seminars, dipstick studies, role-pays, skill-labs and simulation-based training methods. Value-Added Courses are offered outside the curricula cater to the development of domain-specific, technical and soft skills required for professional and personal development. Industry-Institute Interface/ Immersion programmes expose students to real-time research, advocacy programmes and development and entrepreneurial projects.
- **Qualified Faculty Members** - Out of the **56** members of the faculty, **28** have a PhD degree and **13** have MPhil degrees. College follows UGC Regulations for appointments.
- **Vibrant Alumni Connect - Alumni Association** is registered in the name "Alumni Association of Madras School of Social Work" (AAMSSW) and is an active forum which predominantly focuses on bringing the MSSWians together as a family and contributes in several ways to the strengthening of their alma mater.
- **Student Enrichment Programmes** - is designed as a mandatory part of the curriculum for course completion. Each student is expected to complete two Value Added Courses (VAC) offered by other departments and participate in at least three professional forum activities organized by National/International Organizations or Universities for each semester during PG Second Year.

Institutional Weakness

- **Small size of the institution** – Though MSSW has a host of academic programmes from undergraduate to doctoral levels, the size of the institution still remains small in comparison to peers. Space constraints do not permit expansion of further courses or introduction of five-year integrated courses.
- **Limited Hostel facilities** – Due to this the college is unable to admit more number of students from other States. This impacts the diversity in the campus.
- **Source of Revenue** – The only source of revenue for the college is from student fees. Only one program is aided by the Government with very limited UGC grants.
- **Monitoring Student Progression** – A system for continuous monitoring of student progression (to placement and higher education) is yet to be evolved.
- **Publication in UGC Care List** – Though faculty present and publish papers, several of them are not in the UGC Care list or in Scopus indexed journals.

Institutional Opportunity

- **New Education Policy** – The possibility of becoming a Degree Awarding Autonomous college and restructuring of programs to have multiple entry and exit options is a great opportunity. There is potential for expanding new programs related to social work such as public policy, media and development etc.
- **International Relations** – MSSW has not been able to capitalize on its promising resources or legacy to facilitate mutually beneficial international academic linkages with foreign universities. Social work and sustainability are focus areas of research and learning in many established global campuses, and international faculty and student exchange programmes have the potential of promoting the international outreach of the institute.
- **Centres of Excellence** – MSSW has endeavored with focus for meeting the benchmarks of teaching-learning and research in social work domain. While there are two Centres of Excellence in MSSW currently, the institution needs to have more of such Centres that will contribute to capacity development and engage in professional research.
- **University status** – Though the institution has continually responded to the changes in the social sciences domain by virtue of its Autonomy status granted by UGC, the intention to achieve a university status is critical for MSSW to function with more academic and operative freedom
- **New avenues to expand** - ABAN group has donated to MSSW over 4.3 acres of land in Minjur near Ennore, Thiruvallur District. Based on preliminary study, it has been decided to focus on rapid employment possibilities by starting a Community College to train youth on specific trades that fetch immediate employment.
- **Social entrepreneurship** – MSSW has the necessary resources and the expertise combined with experience to incubate social startups. The **Social Entrepreneurship Incubation Centre** is a perfect platform for creating impactful social business models that can contribute to social change.
- **Digital learning space** – There is immense potential for offering online courses for working professionals in the domains of social work, psychology and human resource management.

Institutional Challenge

- **Attracting diverse students** – MSSW is a favoured destination for social work education for students from South India, but is yet to become a strong target for attracting diverse talents from across the country.
- **Ensuring growth among competition** – Several new private Universities and colleges have started

programs similar to those offered at MSSW. The college has to constantly strive to ensure quality of programmes to ensure that the best of students join MSSW.

- **Reaching out to Rural Communities** – Being in the centre of an urban area, the college has to constantly explore ways by which it can become relevant for rural communities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MSSW is committed to achieve its **vision** of 'To be a global leader in education, research and intervention in social work and allied disciplines'. It takes effort to fulfil its **mission** of creating outstanding professionals by providing **transformational educational experience**.

MSSW's programme curriculum helps students to connect knowledge to life outside the institution and cater to **local, national and global developmental needs**. Cross-cutting social issues relevant to **Gender, Human values, Environment and Sustainability and Professional Ethics** are an indispensable part of the curriculum. **Programme Outcomes, Programme Specific Outcomes and Course Outcomes** are developed in a framework of knowledge, values and skills of Generalist Social Work practice. External experts, both academicians and practitioners, are involved in curriculum development through the **Boards of Studies and Academic Council**.

MSSW follows the **CBCS pattern** for its programmes as prescribed by Tamil Nadu State Council for Higher Education and University of Madras. Curricular inputs at postgraduate level are offered as core, interdisciplinary, elective and course completion courses along with the field work components. A hallmark of MSSW curricula is a **blend of theory and practice**. Students gain exposure through **field practicum and projects**. A **platter of teaching methods** is adopted besides classroom lectures, including discussions, seminars, dipstick studies, role-plays, skill-labs and simulation-based training methods. **Value-Added Courses** are offered outside curricula as a part of Student Enrichment Programmes and cater to development of domain-specific, technical and soft skills required for professional and personal development. **Industry-Institute Interface/ Immersion programmes** expose students to real-time research, advocacy programmes and development and entrepreneurial projects.

Teaching-learning and Evaluation

MSSW educates students from diverse backgrounds and abilities through effective teaching-learning experiences.

Faculty-student ratio is 1:15. The college has more than **800** students on the rolls for its different undergraduate, postgraduate, research and diploma programmes. More than 68.5% are female students. Out of the **54** members of the faculty, **24** have a PhD degree and **13** have MPhil degrees.

Student assessment is based on active participation and performance of students in classroom learning, group discussions, assignments, in-class tests and seminars. Based on these assessments, students are categorized into **slow** and **advanced learners**. Suitable pedagogical interventions are provided based on the category.

MSSW follows the **Student Centric method** of teaching and continually prepares faculty members to confidently adopt emerging teaching methods such as **experiential learning, participative learning** and **problem-solving methodologies** that enhance learning experiences. The institution also exposes the students to interact with **industry experts** through guest lectures, workshops and panel discussions.

ICT-enabled tools are a part of the teaching-learning processes at MSSW and have become more relevant and prominently used amidst the pandemic. These include **IBOSS – Education Management System, Moodle – Learning Management System, virtual classrooms, smart boards**. IT has also been integrated in the **examination procedures and process**. **Assurance of Learning (AOL) system** has been proposed and implemented for attaining **Outcome Based Education** goal and as quality-assurance approach to improving teaching and learning outcomes and processes.

Research, Innovations and Extension

MSSW considers **research as a central thought** to its existence. This is clearly outlined in its **vision** – “To be a global leader in education, research and intervention in social work and allied discipline”. To achieve this vision, MSSW **encourages its faculty** and students to address societal needs through extension and research publications. From 2016 to 2021, 36 papers were published in UGC enlisted journals. MSSW has a clearly drafted **research policy** focusing on research and is displayed on college website. Research policy gives opportunities for faculty members to take up **seed money** with support of management to carry out **field-based action research** in social sciences. Faculty members are encouraged to attend **Faculty Development Programme on research methodology**. MSSW faculty have received both Central and State funding for their research projects. MSSW publishes a **half-yearly peer-reviewed journal** named Journal of the Madras School of Social Work (JMSSW) since 2006. College provides consultancy to corporate and NGOs and collaborates with government agencies on training programmes and projects. MSSW has established Centres of Excellence in Social Entrepreneurship and Health Psychology to implement research and training. MSSW has created an ecosystem for innovations and knowledge creation on a stable research base.

The college has always **aligned its activities with the mission of community outreach** and track record of ensuring extension activities in both rural and urban areas. Students are periodically involved in neighbourhood community activities and get sensitized on social issues. It is involved in community development initiatives in the thanks to its extension activities, several interventions related to are regularly carried out. **Health , Education and Livelihood.**

Infrastructure and Learning Resources

MSSW has state-of-the-art infrastructure, creating an environment for progressive learning and development.

- MSSW is a **1.5-acre Wi-Fi enabled campus** with 10,800 sq. ft. built-up area
- All classrooms are smart rooms, equipped with smart boards or LCD projectors
- There is an auditorium and 4 seminar halls for organizing lectures and other programmes like seminar, workshop, training programmes and conferences
- Media Centre is equipped with recording facilities, mixing equipment and editing software and video-conferencing facility

- MSSW campus has **136** computers including laptops. The Computer Centre with an area of 665 sq. ft. accommodates 38 computers and each department has a printer and laptops.
- Appropriate hardware and licensed software are available
- A **well-stocked fully computerized** 3000 sq. ft. **library** with an exclusive Digital Library section to access the e-resources is available. The reference section of the library is **air-conditioned**. A separate room is available for research scholars
- **The college features indoor games facility**, volleyball court and open-air theatre for cultural activities
- College is equipped with a basic gym for students
- College allocates more than Rs.15,00,000/- every year to update the IT facility in the campus
- Periodic maintenance of Infrastructure are undertaken
- Special provisions, including ramp and lift facility, have been maintained for **differently abled people** on campus
- College has **two canteens** apart from the hostel mess, which provides **hot, hygienic meals**
- **Sustainable energy and Disaster management practices** are followed.

Student Support and Progression

Students are the prime stakeholders at MSSW. MSSW facilitates a meaningful learning experience and holistic progression for its students. An active student's association called **Student Development Council** promotes cultural, intellectual and social life of students. **MCJ Counselling Centre** extends counselling services to students. **The Equal Opportunity Centre** coordinates different scholarships for students and disseminates information related to welfare programmes for **socially weaker sections** as well as notifications/memoranda. Students are given **scholarship** support by the College. Students engage with external organizations for **field work and internships**. MSSW promotes **Student Clubs** through which learning and community engagement activities are carried out. Department wise student's forum also facilitates curricular and Co - curricular attainment.

Entrepreneurship Development Cell primarily focuses on motivating the students to pursue entrepreneurship and in sharpening entrepreneurial traits and behavior. **Social Entrepreneurship Incubation Centre** aims at creating a social entrepreneurship ecosystem in the college by encouraging students across courses to get involved. **Women's Cell** functions for the specific needs of girl students, keeping their interest and overall well-being as a priority. MSSW facilitates **placements** for its students in different domains including Human Resources, Community Development, Counselling, Development arena and Social Enterprises. **Alumni Association** is registered as "Alumni Association of Madras School of Social Work " (AAMSSW) and is an active forum which predominantly focuses on bringing the MSSWians together as a family and contributes in several ways to the strengthening of the alma mater.

Student Enrichment Programmes consisting of Value-Added Certifications and Professional Forum Activities are designed to prepare students for a fruitful learning experience on campus and an exciting professional life thereafter.

Governance, Leadership and Management

The governance of MSSW is spearheaded based on objectives that precisely translate the essence of **vision** and

mission into **specific actionable aims**. The leadership of college is executed through **proper systems** and is governed through a decentralized process ensuring the **participation of all stakeholders**. All decisions are taken up through a **consultative process** through delegation of roles and responsibilities for all activities. Staff members anchor **several statutory and non-statutory committees** which carry out activities in consultation with faculty representatives and students from all departments.

The **Principal and management** constantly strives to expand with a plan drafted by decision making bodies. The **Academic Council** and **Board of Studies** play an active role in curriculum development. **Student Development Council** consists of duly elected office bearers, Principal, SDC Faculty Coordinator and Staff representatives. MSSW has constituted various **cells and committees** to create awareness and address concerns. **Grievance Redressal Mechanisms** exist for staff and students. MSSW has effective **staff welfare measures** in place. College **encourages the faculty** as part of their professional development activities. Departments are allocated **annual seed money** for minor research projects. The **IQAC** has regularly been organizing **professional development programmes** both for the teaching and non-teaching staff every semester. Annual Academic Audits have been carried out by IQAC in addition to detailed feedback from students through a Student Satisfaction Survey. The college operates based on the values of excellence, diversity, student-centeredness, transparency, accountability, community engagement and collaboration. Staff and management collaborate in developing plans for the institution in alignment with the college vision.

Institutional Values and Best Practices

At MSSW, institutional values of **social sensitivity** and **community outreach** are at the core of all curricular and cocurricular activities. MSSW attracts students from all over India, providing equal opportunities to young men, women, **Transgender, differently-abled** and marginalized sections of the student population. **Curricula** offered in the college reflects efforts in providing an inclusive environment. MSSW has engaged with indigenous and marginalized communities such as **bonded labours, gypsies, folk artists and rag pickers**. MSSW has been a pioneer in upholding **constitutional values, rights, duties, and responsibilities**. MSSW keenly aligns itself to the **Swachh Bharat Abhiyan**, one of the most significant cleanliness campaigns by the Government of India. MSSW facilitates several techniques for the **management of degradable and non-degradable waste**. **Zero-waste** on the campus has acquired immense focus in MSSW.

Best Practice 1 – Student Enrichment Programme

The Student Enrichment Programme is designed as a mandatory part of the curriculum for course completion. As a part of the Student Enrichment Programme, each student is expected to complete two Value Added Courses (VAC) offered by other departments and participate in at least three professional forum activities organized by National/International Organizations or Universities for each semester during PG Second Year.

Best Practice 2 – Recognition for Humanitarian Service through MCJ Award and MCJ Lecture

The prestigious Mary Clubwala Jadhav Award for Humanitarian Service has been instituted to recognize outstanding contributions made by individuals or organizations in the field of social service. It **sensitizes the student community to have a humanitarian focus in their personal and professional lives**.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MADRAS SCHOOL OF SOCIAL WORK
Address	MADRAS SCHOOL OF SOCIAL WORK, 32, Casa Major Road, Egmore, Chennai - 600008. Tamilnadu State
City	Chennai
State	Tamil Nadu
Pin	600008
Website	https://mssw.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S.raja Samuel	044-28194566	9444479960	-	iqac@mssw.in
IQAC / CIQA coordinator	J.chandrasekar	044-28192824	9444462450	-	j.chandrasekar@mssw.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	05-08-1952

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		05-07-2006		
University to which the college is affiliated				
State	University name	Document		
Tamil Nadu	University of Madras	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	11-02-1977	View Document		
12B of UGC	11-02-1977	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCL,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NSS Empaneled Training Institution under the Ministry of Youth Sports
Date of recognition	01-09-1970

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MADRAS SCHOOL OF SOCIAL WORK, 32, Casa Major Road, Egmore, Chennai - 600008. Tamilnadu State	Urban	1.5	6073.414

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSW, Department Of Social Work	36	Higher Secondary	English, Tamil	40	40
UG	BSc, Department Of Psychology	36	Higher Secondary	English	50	50
PG	MSW, Department Of Social Work	24	BSW or BA Social Work or Any UG Degree or BSW	English	40	40
PG	MSW, Department Of Social Work	24	BSW or BA Social Work or or Any UG Degree	English	50	50
PG	MSc, Department Of Psychology	24	BSc Psychology	English	26	26
PG	MA, Department Of Human Resource Management	24	Any UG Degree	English	40	40
PG	MA, Department Of	24	Any UG Degree	English	40	40

	Human Resource Management					
PG	MA, Department Of Development Management	24	Any UG Degree	English	40	40
PG	MA, Department Of Social Entrepreneurship	24	Any UG Degree	English	30	30
Doctoral (Ph.D)	PhD or DPhil, Department Of Social Work	36	M.Phil Social Work or MSW or MA Social Work	English	24	24
Pre Doctoral (M.Phil)	MPhil, Department Of Social Work	12	MSW or MA Social Work	English	6	1
Pre Doctoral (M.Phil)	MPhil, Department Of Psychology	12	MSc Psychology or MSc Counselling Psychology or Psychology Studied as Major	English	2	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				7			
Recruited	0	0	0	0	1	2	0	3	4	3	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				45			
Recruited	0	0	0	0	0	1	0	1	18	27	0	45
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	3	1	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	5	4	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	3	0	6	17	0	27
M.Phil.	0	0	0	0	0	0	5	7	0	12
PG	0	0	0	0	0	0	10	7	0	17

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	9	2	0	11

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	75	4	0	1	80
	Female	169	16	0	0	185
	Others	0	0	0	0	0
PG	Male	129	16	0	0	145
	Female	329	47	0	0	376
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	2	0	0	0	2
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	34	39	33	37
	Female	52	51	46	43
	Others	0	0	0	0
ST	Male	1	2	2	1
	Female	4	5	5	8
	Others	0	0	0	0
OBC	Male	152	163	173	164
	Female	291	304	285	240
	Others	0	0	0	0
General	Male	52	51	52	54
	Female	201	185	172	176
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		787	800	768	723

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Development Management	View Document
Department Of Human Resource Management	View Document
Department Of Psychology	View Document
Department Of Social Entrepreneurship	View Document
Department Of Social Work	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	12	11
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 5

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
790	787	800	768	723
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
354	345	328	309	309
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
787	793	776	730	694
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	29	10	12	9

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
319	321	321	323	291
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
56	56	56	56	50
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
56	56	56	56	50
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3973	3158	3536	2982	2194
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
141	141	141	141	131
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 20****4.4****Total number of computers in the campus for academic purpose****Response: 85**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
395	362	262	293	416

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

MSSW's programme-curricula is designed and developed to establish a connection with the society. As a social work institution, **curriculum inculcates concepts of human values, social sensitivity and ethical standards** contributing to supporting human lives and focusing on sustainable development.

Regional/ Local developmental needs

- **Field-work practicum** on communities, families, senior citizens, women
- Need and demand-driven special courses to suit region-specific societal aspects
 - MSW department's **Adoption of marginalised Below Poverty Line Community (Slum)** in Chetpet helps to work with local communities on family and gender-related problems
- Social Work with Individuals/ Groups, Field work practicum, Dalit and Tribal Empowerment, Human Resource Management, Community Health courses offer a holistic understanding on the local needs of the population in diverse regions
- Use of **indigenous art forms** to sensitize people on issues in vernacular languages

National developmental Needs

- Sensitization of students on structure, **social problems, and Indian legislations** to deal with these problems through courses in Social Work Profession, Social work with communities, Sociology, Social legislation, Labour Legislation-I, Social Policy & Planning, Urban Development & Governance
- Courses on enhancement of knowledge on Indian Constitution and participation in nation-building
- Guest lectures on themes such as **indigenous health methods (AYUSH)**, women-development issues and legislation

Global developmental Needs

- Course curriculum enabling students to develop clear understanding of global scenario of social work and best practices
 - **Sustainable Tourism & Social Work (BSW)** focus on global scenario with focus on UN's sustainable tourism concepts
 - Advanced Social Work Theories and Models in M. Phil (SW) emphasises on **social work practices in global context**
 - Psychology, Social Research & Statistics, Human Resource Management and Basics of Counselling equips students on **universal understanding of human needs**
- **Value-added certification** in Psychosocial rehabilitation, workplace counselling, marital counselling aims at developing skills and knowledge
- **Reflection of the curricula relevance in the POs-PSOs-COs**

MSSW programmes aim at enabling students to demonstrate necessary attributes on disciplinary knowledge, communication skills, critical thinking and problem solving with multi-cultural competence with lifelong learning

- Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for programmes are developed in a framework of **knowledge, values and skills of Generalist Social Work practice**
- Knowledge outlined in POs-PSOs-COs by including courses with focus on theory, interdisciplinary areas and range of electives
 - Curriculum designed to
 - progress from the basic to advanced level as per **Bloom's Taxonomy**
 - include broad spectrum of topics ranging from local issues to global concerns
- **Skills/competencies** outlined in POs-PSOs-COs include domain-specific, technical and soft skills
 - **Industry-Institute Interface/Development practicum/Immersion programmes** expose students to real-time research, advocacy programmes and development and entrepreneurial projects
 - Focus on attaining employability in relevant field
- **Values** assimilated in POs-PSOs-COs emphasize on multi-dimensional, pluralist and humanitarian approach to human rights, gender rights, inclusive growth and development
 - Integrated intense and hands-on field work experiences to develop a holistic understanding

Thus, MSSW stresses on a curriculum that provides learning experiences for developing critical perspectives on social issues.

File Description	Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 12

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 12

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
319	321	321	323	291

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years. Response: 38.6	
1.2.1.1 How many new courses are introduced within the last five years Response: 166	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years. Response: 430	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year). Response: 83.33	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented. Response: 10	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

MSSW integrates cross-cutting social issues relevant to Gender, Human values, Environment and Sustainability and Professional Ethics as an indispensable part of the curriculum. Through focus on multiple dimensions, students get an opportunity to enrich the curriculum and complete their education with inculcation of strong values.

Gender Issues

- Curriculum focus
 - Women & Development course
 - Enables students to examine social systems that affect women in meeting growth and special needs
 - Develops a deep understanding on the perspectives of women and development in the Indian society
 - Disaster Management & Environmental Social work courses
 - Exclusive understanding on various environmental issues and movements
 - Understand the role of social workers in safeguarding the environment and protecting the livelihoods towards sustainable development
 - Courses in psychology
 - Improved understanding of **gender as a social construct** by providing knowledge on stages of human development, gender rolling and stereotypical attitudes about gender in social psychology, basic gender differences in behaviour and biology behind gender
 - Women Entrepreneurship course
 - Provides an overview of gender mainstreaming approaches and creating supportive eco-systems

Human Values

- Curriculum focus
 - Social work profession, Social Work with individuals, Dalit and Tribal Empowerment courses highlighting human values

- Social Research and Statistics, Human Resource Management, Mental health and Psychiatric Social work, Clinical Social Work
- Community extension
 - Reaching out to community through the **Village Development Centre (Karalpakkam Village)**
 - Annual Award for recognizing organizations **rendering outstanding Humanitarian Services**

Multi-skill development

- Soft skills to enhance **emotional intelligence** – a trait prerequisite in understanding the other fellow beings

Sustainable Development

Curriculum focus

- Introduction to Social Entrepreneurship, Development Economics and Vulnerability & Sustainable Environment courses
- Skill development
 - Paid **internships** for students in Foundation for Agrarian Studies, Institute for Human Development – this encourages our participants to get involved in an external work environment and gain critical **soft skills and experiences** not available in an academic setting. These opportunities also enable students to **experience application of sustainability**
- Community extension enables **experiential learning** as a valuable vehicle for sustainability education
 - **Adoption of marginalised Below Poverty Line Community (Slum)** in Chetpet helps to work with local communities on family and gender-related problems
 - **Student volunteering** in the Guild of Service Study Centre Project for tutoring young girls between 3rd standard and 9th standard from 1st July 2019 till mid-March 2020.
 - Student interaction with street vendors of the **Inclusive Bazar** in the campus to understand trade and marketing in local market setting

- **Centre of Excellence in Social Entrepreneurship** which hosts an incubation centre for mentoring of social entrepreneurs

Professional ethics

- Curriculum focus
 - Emphasizes **ethical guidelines in professional practice** to highlight the significance of gender role and awareness about discrimination
 - Social Research and Statistics, Human Resource Management, Mental health and Psychiatric Social work, Clinical Social Work courses
 - Emphasizes ethics and values for professional practice

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 72

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	13	14	13

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 71.97

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
766	604	455	518	447

File Description	Document
List of students enrolled	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 80.25

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 634

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website		
File Description		Document
Link for Additional Information		View Document
URL for stakeholder feedback report		View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 93.14

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
362	349	363	362	345

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
382	382	386	400	363

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 99.16

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
139	142	142	134	132

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

MSSW strives to serve students from diverse backgrounds and abilities through effective teaching-learning experiences.

Assessment Process

- As per UGC guidelines, Student Induction Programme (SIP) is conducted involving the incoming batch aiming to bridge the academic backgrounds of the students with the learnings requirements of the currently enrolled programme by them.
- Soft/ Skill Laboratory Program assesses skills, attitudes, and behaviour of students
- Assessment is based on active participation and performance of students in classroom learning, group discussions, assignments, in-class tests and seminars. These are designed to extract the innate learning abilities of the students and to ensure their participation in the learning process
- MSSW conducts two Internal Continuous assessments which will help the college to continuously assess the academic performance of the students
- Students are assigned different topics to present during the seminar session to assess their knowledge base and soft skills

Based on these assessments, students are categorized into slow and advanced learners.

Slow learners

Slow learners are administered different pedagogical solutions to bridge the gap. They are provided activities and tasks in accordance with their level of learning.

- Remedial courses are provided for the group based on their academic performance and include Communicative English and Personality Development, apart from core courses. The focus is to ensure that the students gain a better understanding of the subjects, especially if they hail from different academic background.
- To ensure better learning, slow learners are encouraged to engage in assigned field work and extension activities. They are provided mentoring, counselling and special assignments to bridge any existing gap.
- They are nurtured under the full attention of a designated faculty from the respective department.

- Students with learning disability are given special assignments and engaged in activities to enable better learning and performance.

Advanced Learners

Needs of the Advanced Learners are met by providing them with additional opportunities for skill development. They are guided, mentored, counselled and engaged in a learning process which leads to achieve the highest proficiency and best employment opportunities. This learner group is encouraged to opt for volunteering activities on and off the campus and are provided with opportunities at every level. For instance,

- Classroom level - Advanced Learners are inducted as Class Representatives and Rural Camp Leaders and Study Tour Coordinators.
- Department level – Students who actively engage in Forum activities are encouraged to contest the election to become the Forum office bearers of the respective departments
- College level – Advanced learners are encouraged to actively take part in Student Development Council, NSS, YRC, RRC, Entrepreneurship Development Cell, Anti Human Trafficking club, Consumer club, Eco-Club etc. They also serve in various capacities in the Caterpillar Program, mentoring of junior students and in leadership roles assigned as representatives for BOS, Placement, and IQAC

Students are encouraged to participate and present papers in conferences, seminars, webinars, workshops, competitions and pursue online courses. Students from various departments, especially post-graduate students are guided by the faculty to present and publish research articles.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 14:1

File Description	Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

MSSW follows the **Student Centric method of teaching** as an alternative to the traditional lecture-discussion method. A committed faculty base familiar with the system and capable of sharp classroom delivery is the institution's strength. The college continually prepares faculty members to confidently adopt emerging teaching methods such as **experiential learning, participative learning and problem-solving methodologies** that enhance learning experiences.

Experiential learning

By virtue of its commitment to mission – an experiential transformative process of education and practice-oriented pedagogy involving multi-disciplinary social sciences research – the college is devoted to the application of experiential learning in its teaching-learning process. A platter of teaching methods is adopted besides classroom lectures, which includes group discussions, seminars, dipstick studies, role-plays with audio-visual aids, skill labs and other simulation-based training methods.

- MSSW believes that for students to learn experientially, the learners must first own and value their experience. To proliferate such a learning process, the course is interspersed with **active learning** by including ample provision of field studies and visits, interaction with experts in the area, camps, industry exposure visits and trainings. Some of these include:
 - Observation **Visits**, Exposure Visits, Field Orientation Visits, Study Visits, Jail Visits, Tamil Nadu State Assembly Visits, Organization/Industry/ NGO visits
 - Industry Institute Interface (III) Programme aims to broaden the students' perspective by providing an exposure to the organizational environment, thereby assisting them to relate HR Management theory with practice
 - Engaging in activities organized by National Human Rights Commission, Central Government & State Government Organizations, Ministries, Directorate, Corporates
 - Minor Study, Field **audit/survey**
- Department Extension Activities – Different departments at MSSW organizes initiatives in collaboration with different agencies.
 - For instance, the Department of M.A Human Resource Management organized "Volunteer for Extension Activities" in collaboration with AIEMA & CommuniTREE with the intention to engage students in Social Responsibility initiatives
- Rural Camp, Tribal Camp, NSS Camp, Medical Screening Camp, Health Camp, Swachh Bharat Mission camp, Unnat Bharath Abhiyan Activities
- The institution also exposes the students to interact with industry experts through guest lectures, workshops and panel discussions
 - For instance, HR Coffee Club - an informal **interaction** session of the students with the

alumni

- **Interaction** with HR Professionals, Nobel Prize achievers, Professionals, Live assignments, Outbound training, Industry exposure visits, Study Tours

Participative learning

Students are encouraged to participate in activities where they can use their specialized skills to prepare for a career in Social Work, Human Resource and Psychology and other related social science disciplines.

- To ensure **student centric learning**, academic programmes include a host of **participatory methods**. These include case study analysis, case reviews, brainstorming sessions, class discussions, student presentations on different cases, newspapers discussions, news interpretations, presentation of filed-study experiences.
- To augment their participative experiences and enable students to **think creatively**, they are exposed to mechanisms which encourage involvement. **Training in street theatres, role plays, mock interviews** are done on a regular basis to ensure the above

Activities like flash mobs, panel discussions, debates, games allow students to engage via **gamification**

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

ICT- enabled tools are a part of the teaching-learning processes at MSSW and have become more relevant and prominently used amidst the pandemic.

- MSSW is a **Local Chapter of SWAYAM-NPTEL** in Chennai (<https://nptel.ac.in/LocalChapter/statistics/2968/>) to offer the online courses to the students. Two courses from the social work discipline have been identified and work is underway to be offered to students as a part of the E-content programme
- The institute uses an online system known as **IBOSS – Education Management System** in which details such as class attendance, subject allocation for the faculty, marks awarded in assignments, Seminar, Internal continuous assessments and other components are regularly entered by the individual faculty members. The online system has considerably eliminated the need to maintain paper records of various evaluation activities. All the details of students are stored and retrieved from COE Database.

- **Moodle** is used as a Learning Management System in MSSW. The cloud-based open-source solution has been effectively used in the college by faculty and students
- A series of **FDP** on Teaching Methodologies was conducted by the IQAC with focus on E-content development, E-resources and ICT enabled teaching. These enabled the faculty to effectively use the e-resources during the pandemic period.
- The college is equipped with smartboards in classrooms to enable online teaching whenever required
- **Virtual classrooms** have been conducted to enable learning for students in a remote manner. While class sessions have been hosted on Zoom and Google Classroom, other platforms like Google Meet and CISCO Webex Meet have been used by the faculty to conduct virtual sessions with the students. The faculty and students effectively adapted to the nuances of remote teaching-learning on these different platforms with due support available any time they needed the same.
- To engage the students, faculty use presentations on **Microsoft PowerPoint, video clippings, screening of documentaries**. The electronic media is largely relied upon to enhance the teaching-learning process.
- Faculty are encouraged to instruct the students to do online **MOOC** courses offered by SWAYAM, NPTEL, Coursera, and Khan Academy

TedEx sessions are used by faculty in classrooms to open multiple perspectives on different topics so that students critically appreciate diverse thoughts and develop their own insights on contemporary developments in different areas

File Description	Document
Link for Additional Information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 16:1

2.3.3.1 Number of mentors

Response: 49

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Academic Calendar

The academic year is initiated at MSSW with a set of **academic planning** activities including the calendar. The calendar with its set of activities and entries are prepared by different departments and the respective faculty members. The calendar is consolidated by the office of the Principal for effective implementation by the faculty members. The **core team** in charge of the academic planning publishes the prepared calendar. This is then uploaded on the college website besides being **circulated among the students and faculty members** as hard copy.

The academic calendar **serves as the guideline** for preparation of the various activities by the Departments and scheduling of the courses of the academic year. The Office of the Principal ensures that the academic calendar is shared among the faculty, different offices and students at the time of course inaugural. The calendar fully adheres to the rules of University of Madras, Collegiate Education and UGC.

Preparation of Academic Calendar

- To prepare the Academic Calendar, meetings and discussions are held at various levels and signifies the **collective effort** of the faculty community
- **Principal level meeting:** Faculty allocation to Department Head, Programme Head, Cells and Centre coordinator, Academic calendar committee formation etc.
- **Controller of examinations level meeting:** Decisions on dates regarding initiation of academic year, Orientation & Student's induction, newly joined faculty orientation, Scheduling of Internal Continuous Assessment, Attendance marking, Scheduling of End Semester Examination, Issue of transcripts, Scheduling of convocation
- **Department level:** The department level meetings are conducted to decide on the various matters including - Timetable for the odd semester and even semester, Subject allocation for the faculty, Scheduling Field Work Training, Scheduling Soft Skill Training, Scheduling Forum events, Conference, seminar, Workshops etc.

- **Faculty Level:** Faculty are involved in the preparation of the academic calendar at all levels of the process and their inputs and feedback are taken with due seriousness for the preparation of the new calendar
- The calendar is prepared taking into consideration the various government holidays.

At the end of the process, academic calendar is distributed to all the students and the students are given guidelines about the usage of calendar

Teaching Plans

The teaching plans are prepared by the respective faculty members and are submitted to the respective HODs. The teaching plans of the different departments are assessed and monitored by the senior faculty member of the department.

- **Preparation of Teaching Plans**
- Teaching plan preparation is taken up with rigour and responsibility by the respective faculty. The teaching plans are expected to be prepared by the faculty members and submitted to the Heads of Departments. BOS initiates the process of teaching plan. It is ensured that every plan is aligned with the Programme outcomes, Programme specific outcomes and course outcomes.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 40.77

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
28	25	23	18	18

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.64

2.4.3.1 Total experience of full-time teachers

Response: 428

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**Response:** 13.61**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8.78	8.00	12.60	20.00	18.69

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 2.16**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
23	29	10	12	9

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**Response:****Reforms in Examination procedures**

- **Based on recommendations** given by Board of Studies, Controller of Examinations and IQAC, Office of Controller of Examinations initiated the **reforms** in the existing procedures and process. Changes were initiated in Subject/Course Registration, Attendance Submission by the course teacher, Submission of marks of Continuous Internal Assessment (CIA), Semester/examination fees payment, examination application form, displaying exam timetable, seating arrangement, Online test and ESE.
- During the COVID-19 pandemic, Issue of Hall Tickets, Declaration of Results followed **completely automated procedures**
- The institute uses an online system known as **IBOSS – Education Management System** for all examination-related procedures. The System is accessible to internal faculty as well as external examiners.
- The online system has considerably eliminated the need to maintain paper records of various evaluation activities. The IBOSS has capabilities to generate attendance and evaluation records that would have otherwise required a separate filing and retrieval system for accessing class records of previous years.
- All the details of students are stored and retrieved from COE Database.

Integration of IT in Examination Processes

- The COE Office uses the IBOSS software for all examination-related procedures.
- **Registration and Fee payment** – Students can register and pay their examination fees through Mobile Application Software using their debit or credit card. Further, fee payment may also be made through Banks across the country.
- **Transfer of internal marks from faculty to COE Office** – For all the subjects, the internal continuous assessment (ICA) marks are sent to COE office through online mode. Marks obtained by students in field work/Block placements/Research Project etc. are sent to COE office through online mode. Students can view their internal continuous assessment (ICA) marks and attendance through IBOSS student portal
- **Processing and publication of results** - At the end of the semester, examination marks are integrated using IBOSS. Galley sheets are prepared and placed before Result Passing Board
- **Online feedback** – Students can give feedback to the college authorities on academic aspects
- **Fees payment for Arrears (if any)** – Students are given provision for fees payment for arrears through online and offline both mode in the Examination software
- **Hall Ticket** - Students can download IBOSS generated hall tickets for exams
- **Publication of results** - Students can also view their results through student login portal. Links to

the result are displayed on the institute website.

- To facilitate easy use of the system, orientation is arranged for both students and faculty in the following manner:
 - **Students' orientation/Induction** – Newly admitted students is given programme-wise orientation by the COE, Additional COE and staff about the complete examination process from registration to publication of results through their login. This orientation is a week-long process. Students' user manual is also uploaded in their login for easy access of the software.
 - **Faculty orientation/induction** –Faculty members are oriented about the IBOSS software and provided a detailed user manual that explains the use of the software. Newly recruited faculty are given their login details along with the user manual.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Outcome Based Education at MSSW

In line with the UGC recommendations to implement **Outcome Based Education**, MSSW has clearly stated learning outcomes of the Programmes and the Courses Programmes offered by the institution are stated and displayed on website.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes for all Programmes are made available to the College community via different sources.

Display on College Website and Communication to stakeholders

- **External stakeholders** - After the approval from the respective departments regarding the Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed on the website.
- **Faculty & Students** - The importance of Outcome Based Education and Programme outcomes,

Programme specific outcomes and course outcomes are communicated to faculty members and students via the following mechanisms adopted by MSSW:

- IQAC Meetings
- Board of Studies
- Faculty Meetings
- PTA Meetings
- Student Orientation in the Classroom
- Curriculum /Syllabus (Hard Copy/Soft copy of syllabi and Learning Outcomes are distributed to the faculty members and students and also made available in the Departments for ready reference)
- Student Induction Programs
- Workshops/FDP conducted

Assessment of Learning

MSSW is using **outcome-based education** for developing different skills and competencies of its students. For attaining this goal, an **Assurance of Learning (AOL)** system has been proposed and implemented as a quality-assurance approach to improving teaching and learning outcomes and processes. Assessment of Learning in MSSW is a **continuous process**. MSSW has a **clear process** for the preparation of the POs, PSOs, and COs. This follows a **consultative process** involving the different stakeholders and is **aligned to the vision and mission of the college**.

- At MSSW, Boards of Studies of various departments, the Heads of the Department, the Programme Head, **consult with faculty** and the **different stakeholders** to design the courses and their related outcomes.
- The Internal BOS members prepare and present the Programme Outcomes, Programme Specific Outcomes and Course Outcomes to the Chairman of the BOS.
- Programme outcomes, Programme specific outcomes and course outcomes are **clearly stated in the Syllabi/curriculum**.
- The Question papers set by the external examiners and monitored and scrutinized by the QP Scrutiny Board chairman of the department.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Madras School of Social Work adopts various strategies for evaluating the **attainment of POs, PSOs and COs** which are clearly stated in the Syllabi/curriculum. These are communicated to the stakeholders such as students, faculty members, alumnus, external experts including academicians, practitioners through the respective Boards of Studies. MSSW evaluates the attainment of POs, PSOs and COs and assess the adopted strategies for the attainment of POs, PSOs and COs **continuously and cumulatively**. The attainment of POs and PSOs are assessed with the help of **direct and indirect methods**. Direct methods involve direct examinations or observations of student knowledge or skills against measurable course outcomes. Attainment of POs, PSOs and COs are mapped and the matrix is included as appendix for each semester for core courses, interdisciplinary courses, elective courses, soft skills and record courses, field work and practical courses. Direct methods involve the **Internal Continuous assessment and End Semester Examination**.

- **Internal Continuous assessment** - The faculty is given freedom to conduct two tests under any of the given three patterns.
 - Assignments
 - In-class tests
 - Quiz
- **End Semester Examination** - (ESE- 50 %) it occurs at the end of the semester of learning to assess learners' achievement levels against a particular standard or criteria and the question paper is set by the external examiner identified by the course teachers and both internal and external valuation as end semester examination.

The Question papers are set by the external examiners and monitored and scrutinized by the QP Scrutiny Board chairman of the department. With an objective of introducing the Outcome Based Education in the Curriculum, an innovative change has been made in the question paper pattern as stipulated by the **Bloom's Taxonomy Based Assessment Pattern**.

Attainment of POs, PSOs and COs are mapped and the matrix is included as appendix for each semester for core courses, interdisciplinary courses, elective courses, soft skills and record courses, field work and practical courses.

Indirect methods are used to **augment the direct methods** of assessment. **Alumni Survey** is an

important tool in this regard. It helps to identify and understand the relevance of the curriculum with respect to the industry requirements. Yet another mechanism adopted by MSSW includes the **Employer Survey**. This also helps the college to assess whether the teaching-learning process at MSSW have sufficiently and effectively groomed the students in terms of the **KSA** (Knowledge, Skills and Abilities) required for particular job positions. This helps the college to **assess the attainment of POs and PSOs and adopt suitable strategies** to strengthen the programme in the succeeding years.

Based on the findings of direct methods and indirect methods employed by the College, **programme level assessment reports** are prepared. The report provides **suggestions for improvement** at Programme level and Course level. Some of the major impacts as a result of this practice has been:

- Faculty development programmes
- Enhancements in curriculum
- Strengthening of support for student initiatives and start-ups
- Introduction of Value-Added Courses to enhance KSA (Knowledge, Skills and Abilities) of students required in different job positions

File Description	Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 97.07

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 331

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 341

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.05	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Higher Education Institutions are not only centres of learning, but also enterprises which create, archives and disseminate knowledge. MSSW considers **research as a central thought** to its existence. This is clearly outlined in its **vision** – “To be a global leader in education, research and intervention in social work and allied disciplines towards transforming the human potential into socially sensitive change agents for sustainable development.” To achieve this vision, MSSW **encourages its faculty** and students to address societal needs through extension and research publications.

- MSSW has a clearly drafted **research policy** focusing on social science research focusing on social work, Human resource Management, Organization Development, Development Management and Psychology. Research policy gives opportunities for faculty members to take up **seed money** with the support of management to carry out **field-based action research** in the areas of social sciences. These **micro level studies** are focusing more on identifying local based issues such as slum relocation, psychosocial care for the women and children, health challenges, community-based entrepreneurship etc.
- Faculty members are encouraged to attend **Faculty Development Programme (FDP) with focus on research methodology**. The major idea here is to expose faculty to newer methods in research, understanding how to bring about quality publication and ways to write articles. Various programmes in this regard have been organized by research coordinator of the college.
 - For instance, **FDP on Research funding and proposal writing** was organized and Dr. K. Pandian, Controller of Examinations, University of Madras, Chennai was the resource person. Faculty were guided about various research funding provisions available and the relevance of writing and submitting a quality proposal to fetch the grant.
 - Dr. R. Samyukth, Librarian, Pondicherry University, Puducherry highlighted the **relevance of E-Resources for Social Sciences Research** and explained to the ways and means of utilizing these e-resources.
 - Dr. Madhu S. Nair, Associate Professor, CUSAT handled a session on **Writing and Publishing papers in reputed journals** indexed in Web of Science and SCOPUS.
 - 5-day **Faculty Development Programme on Data Visualization and Presentation** was handled by Mr. Prabhu Ponnusamy, CEO and Mr. Ajit Kumar Jaiswal, Lotalytics Research and Analytics Solutions, Mumbai
 - **FDP on English Language skills for Publication** highlighted the need and importance of vocabulary, avoiding plagiarism while writing research papers, note taking, pre-requisites of research paper writing like paraphrasing and citing

- To improve the quality of its research, the college extends **resources for use by faculty and students**. For instance, psychology lab facilities are established in the college where psychological assessment are carried out.
- To ensure the broad diversity of research, the college **focuses on research** in the areas of **Social Entrepreneurship research and Social Innovation**.

MSSW publishes a half-yearly peer-reviewed journal named Journal of the Madras School of Social Work (**JMSSW**) since 2006. JMSSW covers research and advanced conceptual papers in social sciences. It follows **double-blind peer-review** method to accept the manuscripts. Senior faculty members and practitioners in the field of social sciences serve on Editorial and Reviewer Board.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.51

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
2.05	1	1.025	2.575	0.92

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research**3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response: 117.11****3.2.1.1 Total Grants from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
49.88438	40.54127	13.60208	12.0785	1

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years**Response: 9.49****3.2.2.1 Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	7	4	1

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 10.71

3.2.3.1 Number of teachers recognized as research guides

Response: 6

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 73

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	5	4	1

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	4

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

MSSW is constantly aspiring to create an ecosystem for innovations and knowledge creation built on a stable research base. There have been different initiatives by the college in this direction.

- **MSSW- Social Entrepreneurship Incubation Centre** was instituted in the premises of Madras School of Social Work in 2019. The Incubation Center aims in creating **social entrepreneurship ecosystem** by encouraging the students to get involved in social entrepreneurship.
 - The objective of the Centre is to provide guidance, mentorship, physical work space and create networks among fellow social entrepreneurs as well as funding agencies. The Centre is guided by its vision and mission:
 - Vision - Innovate impactful social business models to bring about social change
 - Mission
 - To set up **social enterprises** to generate gainful employment opportunities and **sustainable development**
 - Encourage to **innovate new models** to solve social, ecological and financial problems of the country
 - To mentor, guide and support early-stage enterprise for successful **social business venture**
 - The major functions before Center are to **review different business proposals from students**, creating a **sustainable ecosystem** and working space for select incubates, followed by mentoring and **creation of efficient venture model**
 - The incubation center will **support** each venture for two years. By the end of this period, the ventures are expected to become self- sufficient business models for further resource accumulation and scaling up.

- Ventures under MSSW- Social Entrepreneurship Incubation Centre will get access to **seed money**, rich alumni network, library access and regular participation in Social Entrepreneurship club.
- The thrust of the Centre is also to **promote entrepreneurship among the vulnerable sections of the society** such as artisans, Dalits, tribals, women, transgender persons, migrant communities and people with disabilities (PWD).
- At present, the MSSW- Social Entrepreneurship Incubation Centre is **home to 16 social startups**.
 - **Two social enterprises have been especially successful** under the guidance of centre, namely
 - Nakuras (Social Entrepreneurship with Gypsy community) – has promoted the work of the tribal Narikurava artisans by creating a market ecosystem for the jewellery and handcrafted lifestyle products via e-commerce and participation in major jewellery exhibitions.
 - CAP (Child Aid Project) – addresses child abuse prevention needs via play-based interventions for children, young adults, parents and schools. CAP is now a collective of child psychologists, parenting experts among others and has been able to work with industry experts including TATA, Teach for India etc.
- The college has its own **Institution Innovation Policy** which aims to promote and nurture the innovative ideas of the students through its Incubation Centre. The policy has been prepared in line with National Innovation and Start up policy, Govt. of India and Tamil Nadu Start up and Innovation Policy 2018-2023 which focuses on Social Entrepreneurship in the action plan.
- Madras School of Social Work has been the member of **Institution Innovation Council**, Ministry of Human Resource Management, Govt. of India.
- MSSW participated in The Atal Ranking of Institutions on Innovation Achievements (**ARIIA**), an initiative of the HRD Ministry, implemented by AICTE and MHRD's Innovation Cell.

(Website link to Incubation Centre is <https://seic.mssw.in/>)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 46

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
5	11	8	12	10

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 0.87

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 26

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 30

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.8

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
32	7	2	2	1

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.75

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	18	5	5	7

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 4.64

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 2.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 82.29

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0.88	5.95	60.44	11.58	3.44

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 1.64

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.13	0.38	0.38	0.45	0.30

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The extension activities of the college allow the students to develop a shared way of looking at and understanding the problems within the society. The mission of MSSW is “Implementing Community outreach in our core competence areas, need and evidence-based community practice interventions and delivering training & consultancy services to Corporate, Government and Civil Society Organizations”. The college has always **aligned its activities with this mission of community outreach** and has the history of ensuring extension activities in both rural and Urban areas. Students are periodically involved in neighbourhood community activities and get sensitized on social issues. A large number of activities have been carried out in the last 5 years.

- MSSW celebrates **Community Day** with a marginalized social group every year. Since 2016, MSSW has engaged with communities such as **bonded labours** from **Irular community, Gypsy community, folk artists** and **rag pickers** of **Kodungaiyur community** providing them with lunch and household items
- MSSW has been involved in community development initiatives in the areas of **Health, Education and Livelihood** in Chetpet area, one of less privileged urban areas in Chennai Corporation.
- The College has a **Rural Extension Centre** in Karalapakkam Panchayat and established community center. The Centre is established in partnership with local community members.
 - **Community empowerment programmes** are periodically conducted in the community hall. Many community-based activities have been carried out in the last 5 years with the help of the student trainees.
 - The action programme ‘Magalirkaana Vaalvaathaara Vilipunarvu Mugaam’ executed at Karalapakkam focuses on women empowerment by creating awareness about the various schemes provided for women by the government.
 - The **student trainees associated** with the programme visit every house in the Panchayat to invite women for the programme. They also coordinate participation

with the local self-help groups functioning in the village

- All resources required for the conduct of the programme are mobilized by the students
- **Self-help groups** are informal associations of people and MSSW identifies the need to strengthen these groups so that they serve as vehicles of change. Action plan 'Strengthening Self-help Groups' adopted by MSSW focuses on enhancing the soundness of these community networks. **Student and faculty coordinators** spend time with women in the village creates awareness about the need for self-help groups. Students perform **skits and role-plays** to make the village folks **understand the opportunities** for financial independence, self-employment, better health care and literacy improvement that SHG can enable in their lives and village
- Yet another key feature of our extension activities is engaging through Alumni NGOs. This engagement activity is called **Footsteps of MCJ** (where, MCJ refers to Mary Clubwala Jadhav, the founder of MSSW). This **collaborative partnership with our alumni** to engage with the community has been an eminent way to address the needs of the people and identifying their priority need areas. Footsteps of MCJ has been instrumental in reaching out to the frontline workers during the COVID-19 pandemic.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 5

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	1	1	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 139

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	42	18	15	29

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 123.38**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1735	961	777	696	632

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 10.4**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
19	7	7	6	13

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 22

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	9	2	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Madras School of Social Work was established in 1952 and is one among the top 3 colleges in the field of social work in India. The college is offering 2 undergraduate, 7 postgraduate, 2 M.Phil, 1 Ph.D and 2 diploma programmes. MSSW has state-of-the-art infrastructure, creating an environment for progressive learning and development.

- **Campus** - The college is situated in a 1.5-acre campus with 10,800 sq. ft. built-up area and is affiliated to University of Madras.
- **Classrooms** – All the classrooms have LCD projector/Smartboards to support the teaching-learning process along with the Learning Management System (LMS).
- **Seminar Halls** - Apart from the classrooms, there is an auditorium and 4 seminar halls for having lectures and other programmes like seminar, workshop, training programmes and conferences.
- **Media Centre** - Media Centre is fully equipped with Lecture Capturing System, audio-visual equipment, recording facilities, mixing equipment and editing software to help teachers record their video and develop e-content. It also has a video-conferencing facility which helps the faculty members to conduct training programmes in a remote mode.
- **Laboratories** - The Department of Psychology has 2 laboratories, well equipped with psychological tools and assessments to cater to the practical learning of UG, PG students and M. Phil scholars.
- **Computing Equipment** - MSSW campus is equipped with appropriate ICT facilities.
 - In addition to the computers available in each department and the library, the college has an exclusive Computer Centre with an area of 665 sq. ft. accommodates 40 computers which support ICT enabled teaching-learning in the campus.
 - Computers are equipped with enough hardware and licensed software. The licensed version of Statistical Package for Social Science (SPSS) enables the students and research scholars to do their research analysis.
- **Library** - College has a well-stocked library in around 3000 sq. ft. which is fully computerized and caters to the teaching-learning and research requirements of faculty members, students, and research scholars. The library has an exclusive Digital Library section to access the e-resources and air-conditioned reference section. A separate room is dedicated for research scholars adjacent to the library.

The facilities available for teaching learning in MSSW can be summarized as follows:

Type of facility	Area/Size	No. of rooms	Year of Establishment
Social Work Block	5549 sq. ft.	10	1962
Psychology Block	1167 sq. ft.	3	2007
Human Resource Management Block	1498 sq. ft.	2	2005
Seminar hall 1	1100 sq. ft.	1	1962
Seminar hall 2	991 sq. ft.	1	1962
Seminar hall 3	3000 sq. ft.	1	2020
Mini-seminar Hall	296 sq. ft.	1	2015
Media Centre	632.58 sq. ft.	1	2018
Auditorium	1800 sq. ft.	1	1962
Psychology lab (UG)	589.72 sq. ft.	1	2012
Psychology lab (PG)	589.72 sq. ft.	1	2008
Computer Centre	665 sq. ft.	1	2000
Library	3000 sq. ft.	2	1962/2010
Research Scholars' Room	500 sq. ft.	1	2015

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

MSSW provides adequate facilities for the wholesome development of students in field of academic, cultural, yoga and sports activities.

Sports

- **The college features indoor games rooms** for both boys and girls in around 477 sq. ft. with facilities for Chess, Carrom and Table Tennis as well as an outdoor volleyball court.
- **Student Development Council (SDC)** organizes annual **Sports Day** for 2 full days in MSSW. College hires the playground of University of Madras (which is situated near MSSW) for conducting sports day events. Annual sports meet gives all students a platform to compete in a wide range of 25 track and field events. The Sports Development Authority of Tamilnadu has rendered significant service through offering their physical and technical facilities every year for our annual sports meet. The college every year attracts through the admission process, valuable sportsmen who have participated in district and state level competitions in their own area of expertise and they have been supported by the management throughout their academic journey in terms of support and assistance for further participation.

Cultural Activities

- Student Development Council is responsible for a one- day Intra college competitive cultural event called DEJAVU, consisting of both on and off-stage events. Street play, light music, cinematic dance, and a variety of other events are hosted as part of this fest. Trophies are given to the winning department based on the points earned from all the events.
- Further to the organizing of the annual cultural fest, the college encourages to extend the talent and competencies outside campus by facilitating and supporting students to practice, participate in intercollegiate cultural competitions. The exposure extended from campus has brought in significant results and experience for the students of MSSW.
- The Student Development Council of MSSW encourages the student leaders to **conduct social events** and programmes in campus and outside to spread the messages of awareness of various social situations that are the need of the hour. These opportunities lead to **social leadership** and a sense of social responsibility not just among the student leaders but also among the other fellow students who in turn involve and engage in various social events.

Type of facility	Area / size	Year of establishment
Indoor games - Chess, Carom & Table Tennis	477 Sq. ft.	1975
Outdoor game – Volleyball	1740 Sq. ft.	1962
Cultural activity - Open air theatre	9000 Sq. ft.	1962

- **Yoga** - The college encourages students to take part in yoga sessions. International Yoga Day is observed. Yoga mats are made available for students to carry out the asanas.
- **Gymnasium** - Understanding the importance of physical fitness of the students, college has taken steps to equip a basic gym with equipment and materials for students.

Auditorium

Mssw having well constructed sound proof auditorium with all ICT facilities along with LAN connection in the first floor of the main building which accommodates 160 participants..

Open Air Theatre/Auditorium

This offers to demonstrate their skills and talents with having to seat 500 more audience with temporary seating.

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 90**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 18

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**Response:** 14.19**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
60	105	30	23	31

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

- Name of the ILMS Software – **AutoLib Software Systems**
- Nature of automation (fully or partially) – **Fully computerized**
- Version – Advanced Version – **International Online Public Access**

Catalogue – Version 20.10 and Android Mobile App- Version 2.5

- Year of automation – **2002**
- MSSW has a **fully computerized library** with a bar-code facility. The library was computerized in the year 2002 with AutoLib software. Currently, it features International **Online Public Access Catalogue (IOPAC)** (version 20.10) along with Android Mobile App (version 2.5) of AutoLib. Hence the users can access the library catalogue 24/7, check the availability of resources, renew the resources, check the book in their account, newly added books, journals and other resources and also can get the update message from the librarian through IOPAC or mobile app.
- Library also provides **remote access** to its e-resources like e-books, institutional publications, semester exam question papers, etc. through its IOPAC.
- Library continuously updates its collection based on the requirements of the departments and students' suggestions. The **Book Bank** section helps economically needy students to borrow and retain the books for one full semester.
- The library also has a **Digital Library section** which is set up with an open-source software, DSpace.
- A computer is exclusively maintained for **visually challenged students** with NVDA (Non-Visual Desktop Access) software which reads out the text into audio format.
- Library orientation is given class wise to the students and research scholars regularly every year when they join their programme for the optimum utilization of the library collection and services. The flagship programme of MSSW Library - **Information Literacy Programme** is conducted on the topics
 - How to search the information effectively with advanced search tools & techniques
 - Literature Search & Review
 - Citation & Referencing
 - Avoiding Plagiarism to all final year students and research scholars help writing their academic and research paper in a scholarly way
- MSSW Library also provides password and training to all the users of MSSW to access the **e-resources** provided under **NLIST** (part of ShodhSindhu).
- MSSW has been **ranked 4 times in the last 5 years** among the **top-10 users of NLIST** resources at all India level.
- Library has an **active library committee** with the representative of faculty members and students from each department. Library committee meets once in a year to discuss the feedback and ways to improve the library. The committee also takes part in organizing library week celebrations and other events. Library has a **Readers' forum** called 'Reflection' which is a platform for students to participate in book review, discussion, debates and so on. A week-long 'Library Week Celebration' in MSSW is an eventful week for students to take part in Book Exhibition and competitions like, Quiz, NewsRead, Character Write-up, Inspirational Book, Treasure Hunt, Dumb-Charades and so on. MSSW Library also offers a Community Extension Programme 'Igniting Minds' to the students of Mary Clubwala Jadhav Girls' Higher Secondary School.

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 7.22

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
8.27	6.63	5.34	8.46	7.42

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 28.13

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 238

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

IT facility

- There are 136 computers in the campus. Each department is provided with a lap-top, LCD projector and a printer.
- All classrooms, seminar halls and auditorium are equipped with ICT and Wi-Fi facilities to enable the college to conduct various lecture programmes, workshops, training programmes, seminars and conferences with the advantages of ICT.
- College is equipped with a Media Centre which helps teachers to record their video and develop e-content to share with the academic community. The Centre has a video-conferencing facility which enables the teachers to handle training programmes remotely.
- Website of the college is maintained by Network Centre of the college through a service provider. All information about the college is made available on the college website.
- College has an active social media presence on Facebook account and YouTube, where it shares various information about the programmes of the college.
- There is an exclusive Computer Centre with 40 computers for academic use by students. There is an exclusive Computer System Engineer appointed for the purchase and maintenance of all IT related equipment. All the computers are periodically updated with anti-virus software to protect the computers and for smooth functioning. College has procured the software, Statistical Package for the Social Sciences (SPSS) for the data analysis which is made available in the Research Scholar's room of the college.
- Campus management for all the departments from admission, accounts, attendance, mark entry, certificates, etc. were handled with the software iBoss and recently switched over to iStudio for better functioning.
- College has purchased e-books, e-journals and database. MSSW uses Moodle, an open-source software as Learning Management System. Plagiarism checking software Ouriginal (formerly URKUND Academic) was purchased recently to improve the academic and research writing of students and research scholars.
- The College Library is also equipped with automation, bar-code facility, remote access and digital library section. MSSW is a Wi-Fi enabled campus. Students have to register their laptops with Computer System Engineer to get the Wi-Fi access. The Wi-Fi is provided with Act Fibernet-1Gbps and BSNL FTTH-100Mbps in the campus. To ensure that Wi-Fi is used only for academic purposes, students are advised to avoid social media usage. Fire wall is provided for cyber-security. Campus Wi-Fi has 18 APs through D-Link & TP Link controller with management & control features, capable of connecting PCs, smart phones & laptops through secured wireless encryption using WPA OR WPA2, Wi-Fi protected Setup (WPS).
- Wi-Fi is renewed annually. College allocates more than Rs.15,00,000/- every year to update the IT facility in the campus.

IT Policy

Robust IT policy which includes E-mail account policy, website policy, network policy, video surveillance policy, guidelines for computers, laptops, recording and uploading videos of the institution is in place. All these policies help the college to have clear work plans and facilitates to harness the advantages of ICT for the teaching-learning and administrative processes.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 9:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 82.98

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
279	257	232	270	385

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

- The administrative office of MSSW oversees **maintenance** of buildings, classrooms and laboratories. Headed by administrative officer, and supported by supervisor, **periodic monitoring of work** is ensured. The supervisor maintains duty files containing details about their individual floor-wise responsibilities. **Periodic checks** are undertaken to ensure the efficiency / working condition of the infrastructure.
- **Housekeeping staff** are employed to maintain hygiene, cleanliness, and infrastructure on the campus to provide a comfortable learning environment for the students. Classrooms, Staffrooms, Seminar halls and Laboratories are maintained regularly by the housekeeping staff assigned for each floor. Washrooms and rest rooms are cleaned three times a day to maintain **hygiene** for all shifts. Dustbins are placed on every floor.
- **Facilities for women** include sanitary pad dispensers are placed in select washrooms. Sanitary napkin incinerator is fixed in the hostel premises to ensure environment friendly disposal.
- Special provisions, including ramp and lift facility, have been maintained for **differently abled people** on campus.
- College has **two canteens** apart from the hostel mess, which provides **hot, hygienic meals**.
- **Clean drinking water** is made available using two RO machines (500 litres) on the campus. These are maintained through **Annual Maintenance Contract**. RO drinking water taps are provided in many places for easy access.
- **Sustainable energy** practices on campus
 - MSSW practices water management through recycle and reuse of wasted RO drinking water. **Rainwater harvesting** is practiced.

- 20 KVA **Solar power panels** are installed in the Main Building of the campus which will generate around 80 units of power every day. Excess power generated through these panels is sent to the electricity board grid.
- **Disaster management practices** on the campus
 - Fire extinguishers are fixed on each floor of all the building and other significant places like library, computer centre, etc.
 - Training by specialized persons is arranged by the college on handling of the fire extinguishers during the emergency
- The **green cover** of the campus is well maintained
- Maintenance of generator, air conditioners, CCTV cameras and water purifiers are undertaken on a regular basis. MSSW has its **in-house electrician and plumbers** who assist smooth functioning throughout. Monitoring of electrical equipment such as Generator, UPS, and Batteries are done monthly and condition of the equipment is entered in the logbook.
- Lab assistants are appointed to maintain **Laboratory infrastructure** and take guidance from the respective department where **psychological experiments** are conducted. The Computer Lab administrator undertakes the maintenance and procurement of computers in the college and is responsible for the replacement and refurbishments of parts and accessories.
- **Parking facility** is well organized. It is efficiently maintained by annually renewed contract employees.
- MSSW **sports facility** is well maintained under the supervision of the Sports coordinator appointed by the management for effective functioning of Sports related activities in the college. The college encourages both indoor and outdoor sports activities for students. There is an exclusive indoor sports room available in the campus which includes carrom, chess, table-tennis, etc.
- The campus maintenance is monitored through **surveillance cameras**.
- Periodic reporting on requirements of **repairs and maintenance** are submitted by the HODs to the Administrative office. The administrative officer and his team are involved in the **maintenance of infrastructure facilities** and regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and housekeeping. The requirements are collectively processed in every semester break so as to keep things ready for the new semester. Proper inspection is done, and verification of stock takes place at the end of every year.
- The **college library** functions under the guidance of the Librarian.
 - Proper organization of academic and research material in prescribed patterns to assist in reference and reading
 - **Air-conditioned** reference section
 - Equipped with NVDA (Non-Visual Desktop Access) **software for the visually challenged people** to access the documents
 - Well-maintained **ICT facility in the library** with guidance to users with respect to accessing e-content of various disciplines
 - **Orientation programmes** for new students, research scholars and faculty members every year for optimum utilization of library collection and services.
 - For instance, 'Information Literacy for Academics & Research' is offered to the students and research scholars for effective utilization of e-resources, conduct proper literature review, citation & referencing and also to avoid plagiarism while writing research paper
 - **Library committee** with representation from department-wise faculty and students
 - **Feedback** is sought from the students in a prescribed format and through the **library committee meetings** every year

File Description	Document
Paste link for additional information	View Document

NAAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 4.3

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
30	41	29	35	31

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 14.95

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
462	79	38	6	5

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 63.87

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
777	658	254	331	452

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 21.56

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
73	97	78	52	57

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 21.19

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 75

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	7	12	3

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	7	12	3

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 13

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	2	3	0

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Students are the prime stakeholders at MSSW. MSSW facilitates a meaningful learning experience and holistic progression for its students. An active student council called Student Development Council promotes cultural, intellectual and social life of students.

- **Student Development Council (SDC)** – is one of the most important student bodies at MSSW and works for the improvement of both the student community and the institution. Student members actively participate, organize and share the responsibilities of the Council with mutual respect for others. In addition to the primary activities of the Council including promoting student leadership and work for student welfare, the Centre is involved in developing and promoting the tradition of service and to inculcate a sense of social responsibility among the students
- **MCJ Counselling Centre** – extends counselling services to students. Two counsellors, Mr. Daniel Benjamin and Ms. Minita, are available on all days to provide counselling services to the students of MSSW.
- **The Equal Opportunity Centre** – aims to provide information and act as a counselling-cum-guidance centre for students belonging to the marginalized sections, especially with regard to academic, financial and other matters. It coordinates different scholarships for the students and disseminates information related to welfare programmes for **socially weaker sections** as well as notifications/memoranda, office orders of the Government, or other related agencies/organizations issued from time to time. The Centre organizes sessions on issues of contemporary significance for empowering, educationally and culturally, the students belonging to the marginalized sections.
- **Student Clubs** - Students also actively take part in the activities of the different associations and clubs of the college, including:
 - Anti-narcotics club
 - Eco-club
 - English Drama and Debating club
 - Consumer Club

- **Entrepreneurship Development Cell** – This Cell primarily focuses on motivating the students to pursue entrepreneurship and in sharpening entrepreneurial traits and behavior.
- **Social Entrepreneurship Incubation Centre** – It aims at creating a social entrepreneurship ecosystem in the college by encouraging students across the courses to get involved.
- **Library** - College has a **well-stocked library** which caters to the learning requirements of students and research scholars. Students make the best use of UGC – Network Resource Centre and the exclusive Digital Library section to access the e-resources.
- **Youth Resource Centre (YRC)** - The students are also part of the Youth Resource Centre (YRC) and help in finding job opportunities to the unemployed.
- **Women's Cell** - Functions for the specific needs of girl students, keeping their interest and overall well-being as a priority

Students are given **adequate representation** of students on academic & administrative bodies/committees of the institution.

- **Placement Cell** – MSSW facilitates placements for its students in different domains including Human Resources, Community Development, Counselling, Development arena or Social Enterprises. Student coordinators are actively involved in Placement Cell activities.
- **IQAC** - The students are also internal members of the IQAC. They give valuable feedback about the faculty and curriculum.
- **Extension Centre** - established by MSW (Aided) department in collaboration with MCJ-Guild of Service has students of I & II years MSW as its members.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 13

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
20	16	13	8	8

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Alumni Association of Madras School of Social Work

- The Alumni Association is registered in the name “Alumni Association of Madras School of Social Work” (AAMSSW) under Tamil Nadu Societies Registration Act, 1975 (Tamil Nadu Act 27 of 1975). The association was registered on the 24th Day of January 2020.
- AAMSSW is an active forum which predominantly focuses on bringing the MSSWians together as a family. AAMSSW is self-reliant, and self-motivated, striving to keep up the legacy of Madras School of social work .
- The illustrious AAMSSW is spread across the globe. Having grown leaps and bounds with the foundation of MSSW, many of them are eminent personalities, and countless alumni are associated with renowned organizations holding remarkable positions
- The vision and mission of the Association include:
 - **Vision** - Inculcate the characteristic of MSSW in every individual who graduate, and make the MSSWians as a cult
 - **Mission** - To carry out the Social Work profession with passion and dedication to fulfill the founder's Vision

AAMSSW has focused on the following areas to strengthen the Institution

- **Faculty Development** - Alumni serve as resource persons and help the faculty to develop competency in the respective domain. The alumni organize programmes such as Visioning, Goal Setting, etc. for the development of Faculty members.
- **Course Content Development** - The Alumni serve as industry experts in the Board of Studies and Academic Council. They give the perspective of Industry and suggest/inputs for the development of curriculum.
- **Knowledge Development Sessions** - The Knowledge Development Session is a flagship programme of the Association. The illustrious Alumni are invited as resource person to share their expertise and about their work to the students in the campus. They also develop network with faculty members, thereby establishing connect between institution and Alumni. The association also conducts seminars, colloquium etc. on the employability of Students in HR and Social Work.
- **Alumni Scholarship Scheme** - This scheme is launched by the alumni to fund the economically disadvantaged student's college and hostel fee. The money is collected or contributed by the alumni to pay the fees of the deserving student. Scholarship committee comprising Alumni members interview the students applied for scholarship and recommend the deserving students

based on criteria including Single parent, Economic status and Merit of the students.

- **Illustrious Alumni Award** - The Award, including a citation and silver plaque, was instituted by the Alumni Association to recognize the work done by the Alumni to the society. A team of senior alumni act as jury to identify the illustrious alumni who had immense contribution for the betterment of the society.
- **Campus Recruitment and Placement** - The alumni members visit campus as recruiters. Students are recruited off-campus also. It also reaches out to alumni members to get re-employment and job opportunities.
- **Internship** - The alumni association helps the students to identify organization for students to do internship in Tamil Nadu and other states in HR and Social Work.

File Description	Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: C. 5 Lakhs - 10 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

MSSW, established in 1952, is an Autonomous Institution affiliated to University of Madras and accredited by NAAC with an 'A' Grade. Founded by Mary Clubwala Jadhav under Madras State Branch of the Indian Conference of Social Work (renamed the Indian Council of Social Welfare) and Guild of Service (central), it is run under Society for Social Education and Research (SSER), a registered non-profit organization.

VISION

To be a global leader in education, research and intervention in Social Work and allied disciplines towards transforming human potential into socially sensitive change agents for sustainable development.

MISSION

MSSW will create outstanding professionals who will provide transformational leadership in the community and workplace

Through:

- An experiential transformative process of education and practice-oriented pedagogy involving multi-disciplinary social sciences research.
- Implementing community outreach in our core competency areas, need and evidence-based community practice interventions and delivering training & consultancy services to Corporate, Government and Civil Society Organizations.
- Playing an active role in advocacy & policy formulation and access to contemporary knowledge resources.

Governance of the Institution

The governance of the college is executed through proper systems and organizational structure.

- The **apex body** is the **Society for Social Education and Research (SSER) Managing Committee**.
- **Governing Body** guides the institution in achieving the vision and mission. **Governing Body and Academic Council** make all policy decisions related to administration, infrastructure and academic matters.

- **College Committee** decides on all matters related to general administration of the institution especially under the Tamil Nadu Private Colleges Act, 1976.
- **Principal** heads the institution supported by the Dean who takes care of the administration.
- **Board of Studies** regularly reviews and suggests changes in the syllabus based on the emerging needs.
- **HODs and Programme Heads** plan and implement the department activities along with the faculty.
- **IQAC** looks into the different qualitative initiatives of the college based on stakeholder feedback

Participation of teachers

- Principal convenes regular meeting with the HODs and other administrative heads. All decisions are taken up through a **consultative process** through **delegation of roles and responsibilities** for all activities of the college. Further, **reviews at regular** intervals helps in ensuring the quality and effective implementation of activities.
- Departments have **regular meetings** to monitor implementation of syllabus and other co-curricular and extra-curricular activities.
- Staff members also hold several administrative positions like Dean, Heads of Departments, Members of Academic Council, General Body, College Council and Executive Council enabling their **participation in the decision-making process** at various levels of management.
- Staff members coordinate statutory and non-statutory committees which coordinate activities in **consultation with the faculty representatives and students** from all departments.
- **Department headship** is rotated once in three years to allow leadership development

Perspective Plans

MSSW organized two consultations in February 2017 and June 2019 that revisited the 2014 **strategy plan**. Both these consultations resulted in **realigning the perspective plans** for the future which would take MSSW closer to its vision. Some of the major areas that were visited were Vision, Mission and Values, Revenue Model, Strategic Direction, Faculty Development, Centers of Excellence, among others.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The institution practices decentralization and participative management.

- The “**principal of subsidiarity**” helps in decentralization and participative management of the institution. This instills a sense of ownership and promotes team work among the staff in carrying out their roles and responsibilities.
- The administration of the college is **decentralized by delegation of powers** to various authorities both in administration and academic aspects. Everyone is involved in the collective decision making by meeting at regular interval that helps in planning and implementing of all activities in the college.
- The college operates based on the values of excellence, diversity, student-centred, transparency, accountability, community engagement and collaboration. Staff and management collaborate in developing plans for the institution aligning with the vision.

Case study – Introduction of New Programmes

Leveraging on its Autonomy status, MSSW introduced the Post Graduate Programme in Social Entrepreneurship in 2017. MSSW is one of the few places in India to offer a full-fledged master’s course in Social Entrepreneurship.

Implementation

- The idea emerged from the faculty based on the observation that Social Entrepreneurship has created wide interest among the young students who are interested in developing entrepreneurial skills and working towards alternative socio-economic models of development. This was further taken up and discussed in the Governing Body and Academic Council
- Once the Governing Body and Academic Council agreed and gave their approval for starting a new program, Principal constituted a team of Faculty to frame the syllabus
- The faculty team took up extensive research and in consultation with experts from the field designed the new syllabus. The team then presented the syllabus in the Board of Studies
- Based on inputs and suggestions from the subject experts, faculty members and practitioners the syllabus was finalized and approved. The syllabus was presented to the Academic Council for approval after due deliberation on different academic requirements of the new programme. The curriculum introduces the students to subjects relating to management, finance, accounting, social perspectives, economics, and gender and equips them with a theoretical understanding of funding strategies, leadership, and innovation along with product and project management. The classroom learning is complemented by in-depth field practice through field work, summer internship, workshops, conferences, research component and social entrepreneurship project.
- The Governing Body approved the programme, recommending it on the basis of the industry relevance and the overall alignment of the course with the vision and mission of MSSW
- The college sought approval from the University for starting the new programme. Once the approval was given, the management supported by way of ensuring that the necessary infrastructure was in place and faculty were appointed.

Thus, the Post Graduate Program in Social Entrepreneurship has been successfully running since 2017. The students are trained to become social entrepreneurs who can start and manage their own ventures, hierarchical managers in social-entrepreneurial organizations, social marketing professionals in government and research-based organizations and executives in civil society as well as business organizations.

File Description	Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategy Development and Deployment – Institutional Strategic/ Perspective plan is effectively deployed

MSSW under able leadership of Principal and management has constantly strived to expand with a plan of delivering effective services in new emerging areas. These plans are drafted by decision making bodies and achieve fruition based on planning and allocation of resources every year. These plans focus on the following areas:

- 1.Starting new programmes based on emerging demands of society and industry
- 2.Renovation of existing infrastructure of MSSW
- 3.Expanding existing infrastructure of the campus to meet institutional needs
- 4.Improving digital infrastructure to enable better learning through innovative ICT and other innovative methods for student community
- 5.Collaboration with organizations, corporate and alumni for training of students
- 6.Collaboration with organizations, industry, alumni, and other stakeholders for mobilization of funds
- 7.Application for grants from government and non-government sources for training and research activities

Accomplishments

- **Curriculum**
 - MA Social Entrepreneurship was launched as a regular post graduate programme in 2017
 - Post Graduate Diploma in Human Resource Management was launched in 2017 focusing on working professionals
 - MSW in Disability and Empowerment was launched from academic year 2021-'22 onwards
 - MA in Rehabilitation Psychology is awaiting approval from Rehabilitation Council of India
- **Extension Projects**
 - The extension project at Karalapakkam Village, Avadi Block of Tiruvallur District has made considerable efforts through several interventions for the community
 - Initiated an extension project in 2019, which has led to identifying place for Community

College in Kattur Village, Minjur Block of Tiruvallur District.

- ***Infrastructure Projects including maintaining green cover in the campus***
 - Construction of Incubation Centre was completed and inaugurated in March 2021
 - Two kiosks were set up on campus – for use by an NGO and a Transgender SHG
 - Renovation of auditorium, conference hall and COE office
 - A training hall with video conference facility is available for providing online trainings and meetings
 - Addition of smart classrooms in the campus
 - Renovation of the parking lot
 - Ongoing work in improving campus greenery
- ***Example of an activity successfully implemented based on Strategy Plan – Preparation of Academic Budget***
 - Principal sends a notification for preparation of programme-wise yearly Academic Budget by September
 - At Department level, the Programme Head convenes a meeting with the faculty, who discuss and prepare a yearly budget for programme activities based on the Strategy Plan
 - The budget is submitted to Principal & Dean, who review the budget with all the Programme Heads and seek clarifications, wherever required
 - Further, budget is forwarded to Executive Committee, which scrutinizes and presents the consolidated budget of the college for approval to the Governing Body and College Committee

Approved budget circulated to Programme Heads and Accounts section. Faculty of various programs strictly adhere to spend within the limits of approved budget, and it becomes easy for the accounts section also to monitor the expenditure. This has streamlined the programme budget planning and expenditure as everyone involved is aware of the allocation.

File Description	Document
Link for Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:



- Following **statutory bodies** are constituted under UGC and Tamil Nadu Private Colleges Act for efficient functioning of autonomy and administration of MSSW.

- Primary functions of various cells and committees include creating awareness, addressing specific concerns and organizing programmes based on their annual plans.

- 18-01-2022 12:06:31

- Placement Cell
- Staff Welfare Association
- **Student Development Council**
- Student Grievance & Disciplinary Cell
- Student Counselling Center (Even caters services to outsiders)
- Library Committee
- MSSW Journal
- Parent Teacher Association
- Alumni Association
- Eco Club
- Consumer Club
- National Service Scheme & Red Ribbon Club
- Anti-Human Trafficking Club
- Anti-Narcotics Club
- English Debate Club
- Tamil Literary Club
- Entrepreneurship Development Cell
- Social Entrepreneurship Cell
- Rotaract Club
- Women's Cell
- Youth Resource Centre
- UGC Network Resource Centre (SET/NET Coaching)

The **Service Rules, Procedures, Recruitment and Promotion Policies** are governed by the Service rules and procedures guided by the UGC norms, University of Madras and Government of Tamil Nadu Policies. Amendments are made in service rules from time to time based on rules by UGC and State Government. Separate set of rules for teaching and non-teaching staff are in place as per prescribed norms.

Grievance Redressal Committee is in place for both staff and students. The committee looks into all matters pertaining to it and addresses them as and when they arise. There is a **Student Grievance & Disciplinary Cell** and **Internal Complaints Committee** headed by Principal.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

MSSW has effective staff welfare measures in place. Some of the existing general staff welfare measures include:

1. **Employee Provident Fund (EPF) / ESI** – As per the guidelines of the Central Government of India, EPF and ESI schemes are extended for all teaching and non-teaching staff
2. **Service Gratuity** – Service gratuity shall be paid to all employees who are eligible by the existing norms.
3. **Earned Leaves** encashment facility every year as per norms
4. Maternity leave for women staff
5. **Life Insurance cover**
6. Free Tea twice Day and availability of **subsidized food in college mess**
7. Marriage Gift — Rs.5,000/- for self and Rs.3,000/ for Son/Daughter
8. Annual Staff picnic
9. Monthly birthday celebration of faculty
10. Gifts to staff on Teacher's Day
11. Annual Salary increment
12. Medical camps

Faculty Improvement Programmes - The college is supportive and encourages the faculty as part of their professional development activities.

- Faculty are encouraged to attend conferences, workshops, refresher courses and seminars.
- Faculty members are motivated to register and complete Ph.D. Departments are encouraged to take up minor research projects with the seed money allocated by the management.
- Faculty are encouraged to publish books and papers in journals. Reimbursement of the publication charges is done for those faculty who publish in SCOPUS and Web of Science. MSSW also encourages faculty to publish in UGC CARE publications.
- Performance based monetary incentives are provided every year to encourage the best performers.
- Faculty are provided with free Wi-Fi facility on the campus and they can access email using the institution's domain name.

Administrative staff welfare measures

- Management provides support to administrative staff through various welfare measures. The administrative staff maintain a very cordial relationship with the academic staff on aspects related to documentation, accounting, stationery, department upkeep, settling salary and other financial benefits or leaving the college or retirement. Maintenance and cleaning staff are provided to all departments. An exclusive provision is available for the mess. All staff are provided with refreshments.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**Response:** 34.41**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
46	40	5	2	3

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	3	4	3

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 20.53

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
41	4	3	5	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

MSSW ensures monitoring of financial management practices through a clear system of internal and external audits. Tally software is used for accounting and the IBOSS ERP is used for online payment of fees and monitoring the same by the section.

MSSW has in place a system of an annual financial audit that is done at two levels: one by an internal auditor at regular intervals of every quarter and the second by an external auditor who does annual financial audit. The finance director monitors the internal audits and places the details before the office bearers of the society. Any discrepancies in the accounting process such as delay in submission of bills, outstanding advances and not following proper procedure for purchase of items are flagged through these audits and rectified.

The annual audit is a detailed exercise involving complete scrutiny of the bills and statements independent of the internal audit. The audit is placed before the Managing Committee and accepted in the Annual General Body meeting of the society.

The procedures for accounting are clearly stipulated in the Accounting Manual. The auditor appointed duly oversees the early audit of accounts and ensure the compliance aspects related to the institution. Budgeting exercise is also systematically implemented with the various departments submitting their annual budgets in the month of December every year which are consolidated in February and placed before the Managing Committee in the month of March for approval. The audit objections are rectified in the subsequent financial year and cleared.

Apart from these regular audits the Regional Joint Director and the Office of the Joint Director for Collegiate Education conduct annual audit of the Aided section accounts. The audit objections are communicated officially by the RJDCE and an official reply of explanation or compliance is sent.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 78.62

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
15.84	47.08	3.31	9.50	2.89

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has constantly been striving to provide better services and support to the student body. Towards meeting this goal, MSSW has been mobilizing funds from various stakeholders like Alumni, Corporates and individuals and philanthropists. Majority of these funds mobilized are either in the form of scholarships for deserving disadvantaged students and as merit awards during the annual college day. Every department, committee and cell submit a budget which is reviewed and upon approval the departments plan and execute their activities.

The major source of income is from student fees, interest earned through banks, UGC grants, research and consultancy grants received from government, non-government and corporates. Funds and grants received from alumni association, organizations, individuals and philanthropists.

MSSW has developed an appeal letter to mobilize funds from philanthropists, industrialists and high net-worth individuals. The appeal letter is circulated through email. Apart from this the Chairman and Secretary meet industrialists to appeal for scholarships, through which 3 major corporate entities have instituted scholarships at MSSW.

The Parent-Teacher association of the college too puts out appeals to parents to come forward to support the fees of students in addition to their own ward's fees.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

IQAC has been very active in implementing training programmes and other quality enhancement and sustenance measures to institutionalize quality assurance strategies which has resulted in incremental improvements in several areas. Two practices institutionalized because of IQAC initiatives include:

1. **Student Feedback Mechanism:** IQAC ensures timely collection of student feedback. There are several channels of student feedback on teaching-learning process and infrastructure at MSSW.
 1. Direct feedback to Principal through email or other written forms.
 2. Feedback dropped into the complaints/suggestion box kept in the main building
 3. Feedback through elected representatives of the Student Development Council
 4. Feedback surveys on each course and the course teacher conducted at the end of each semester

5. Feedback on Curriculum through student members in Internal Boards of Studies.

IQAC informs and educates the students on the above channels of feedback during the Student Induction programme conducted at the beginning of each academic year.

The feedback received from students are handled in the following ways:

1. Feedback on curriculum is sent to the Board of Studies to be discussed and incorporated in the curriculum
2. Feedback on infrastructure is sent to the Administrative Officer for further action by persons in charge of maintenance
3. Feedback on faculty obtained directly or through the annual survey of students is collated by IQAC and shared with the Principal for further action. The Principal shares the feedback individually with the faculty members.

Such robust feedback mechanism initiated and sustained by IQAC has resulted in improvement of quality in the teaching-learning process and in infrastructure apart from curriculum.

1. Enhanced Quality in Faculty Research Competence: IQAC has been conducting a series of Faculty Development programmes focussing exclusively on Research and Data Analysis. These programmes have been initiated based on faculty input. In the past 5 years the following FDPs focussing on research were conducted:

1. Evidence building through secondary data sources
2. Data visualization and Presentation
3. E-Resources for social science research
4. Writing research proposals for funding
5. Social Auditing and impact assessment

Such research-focused FDP have led to the promotion of a research culture within the campus. In the last 5 years, faculty have applied for and received 20 research grants from Government, Corporate and NGO sectors worth more than 105 lakh rupees. Apart from this, faculty have been able to gain consultancy projects worth Rs. 78 lakhs, which involved mainly their research and analytical skills. IQAC-led research initiatives have led to continuous improvement in the research analysis and presentation skills of the faculty.

File Description	Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made

for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC has spearheaded the improvement of teaching-learning processes through obtaining feedback from all stakeholders including students, parents, alumni, industry experts and academic peers. Annual academic audits are conducted with the help of external academic peers who visit all departments and provide a comprehensive assessment of the teaching learning process implemented by the departments.

- **Student Satisfaction Survey:** This survey is conducted at the end of every semester with all enrolled students. A **questionnaire** consisting of 17 items covering the faculty competencies as well as course progression and curriculum design is given online and students can give **feedback anonymously**. The results are tabulated to give **ratings of the course and the faculty** for each of the item. The rating of the students is communicated to the concerned faculty at the end of the academic year. The survey also has a section on **quality improvements** in maintenance of infrastructure, the results of which are communicated to the administration. Students are able to download hall tickets only after the completion of the feedback activity available on their ERP and only after completion of the activity. This **ensures that all students participate** in the survey. The timing of the survey at the end of each semester also ensures that they are able to give valid observations.
- **Learning Management System:** In this digital age, online mode of managing the teaching-learning process has assumed significance. IQAC at MSSW has been engaged with the need to leverage the power of online platforms to facilitate teaching -learning process. A series of faculty development programmes were implemented on e-learning and online courses:
 - 1.Outcome based education and online teaching
 - 2.Recent trends in online teaching and cyber security
 - 3.Online examinations
 - 4.MOOCs course design and Development
 - 5.Student centered learning
 - 6.Innovative Teaching technologies
 - 7.Advanced teaching learning methods – use of technology

IQAC also felt the need to introduce a **Learning Management System**, which will facilitate seamless blending of on-campus and online teaching learning processes. After a long process of review, it was decided to implement **Moodle** powered at MSSW. **Faculty and students were trained** in the use of the LMS platform and faculty have adopted its use. This has added great value to the process through which resource material are shared, communication between teacher and student is streamlined, assignments and expectations are clearly shared and the possibility of using a wide variety of evaluation methods has opened up.

File Description	Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

MSSW has consistently focused on promoting gender equity and sensitization in both curricular and co-curricular activities.

Women's Cell displays sensitivity to identify the need to create awareness among students and faculty

- **Breast cancer awareness program for faculty members was conducted on August 11, 2017.**
- **Legal awareness session about legislations related to women among female students with financial assistance from National Commission for Women, New Delhi.**
- **“Female Health and Family Integrity” lecture on 20th August 2018 by Dr. Joice Thilagam, Consultant Homeopathy Physician.**
- **Special lecture on consent and violence on women. Panel discussion was organized on ‘Unsafe Havens – Domestic Violence against Women on 7th Dec 2017.**
- **Global campaign against violence on women on the theme "No Means No: Stop Violence against women"**
- **Seminar on Prevention of Sexual Harassment at Workplace (Prevention, Prohibition and Redressal- Act, 2013) was held, in collaboration with Ooruni Foundations on 25th November 2018**
- **Collaborated with Sweden Alumni Network India to organize Consultation on Safe Cyber Space and Sustainable Development for Women on 6th December 2019**
- **Joined as an institutional partner for advocacy and awareness on gender-based violence during the 16 days campaign from 25th November to 10th December 2020**
- **‘Rexona Confidence Academy’, a part of CSR activity of Hindustan Unilever Limited, conducted a Personality Development Workshop on 11th October 2018 for female students**
- **Various health camps were organized in the community and college.**
- **To celebrate the International Women's Day, a health camp was organized for the benefit of students and staff members on March 8th 2019 with the participation of Dr. Jalaja Ramesh, Consultant Diabetologist, Dr. Yuvaraj, Senior Dentist, and Dr. Gangadharan, Senior**

Ophthalmologist.

- Center for excellence in Health Psychology, an extension of Psychology Department in collaboration with T.P. Chatham Police station organized an awareness program on 'Women health and family well-being' on 9th August 2021.
- One day sensitization programme on Inter-generational bonding was organized for the school students in and around Chennai.
- Women & Politics – Political Participation of Women, a discussion was organized along with a citizens group 'Shakti' on 26th February 2021.
- Women's Day has been celebrated on campus along with the gentlemen of MSSW. Invited guests gave insights on gender equality, women empowerment and women's rights. Gentlemen of MSSW felicitated the women folk and the faculty by hosting them with lunch.
- MSSW encourages faculty to undertake research and studies on women-related topics. Accordingly, Dr. Enoch was awarded a minor project by UGC on 'Status of Women Victims in the Criminal Justice System'.
- Curriculum focus
 - Women Entrepreneurship course provides an overview of gender mainstreaming approaches and creating supportive eco-systems
 - Human Rights and Gender Issues (an elective course offered in Development Management)
 - Course on Women and Development enable the students to examine the social systems that affect women in meeting growth and special needs. The course facilitates the students to develop a deep understanding on the perspectives of women and development in the Indian Society.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation

measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

MSSW keenly aligns itself to the **Swachh Bharat Abhiyan**, one of the most significant cleanliness campaigns by the Government of India. For instance,

- On 6th August 2019, 100 volunteers from **National Service Scheme (NSS)** and **Eco club of MSSW** conducted a seminar on issues of Swachhta in observance of **Swachhta Pakhwada** - a programme initiated under Swachh Bharath mission with focus on sanitation and clean drinking water
- On 7th March 2020, **NSS Volunteers actively participated** along with Myrtle Social Welfare Network in association with Ministry of woman and child development to clean up railways station platforms. The volunteers also conducted a rally to create awareness on the importance of **Swachh Bharat mission** outside the railway station premises.

MSSW facilitates several techniques for the management of degradable and non-degradable waste. Zero-waste on the campus has acquired immense focus in MSSW.

- **Solid Waste Management**
 - Solid waste on the campus is **segregated at source**.

- Every day all the academic buildings and other surrounding area in the campus are cleaned thoroughly and the wastes are disposed accordingly.
- Provision for health and hygiene – sanitary pad dispenser is kept in select toilets. Sanitary napkin incinerator is fixed in the hostel premises to burn the pads in an environmentally friendly method.

Namma Green Campus Project

- With a view to making our campus **zero-waste campus**, MSSW have partnered with an organization called **NammaOoru Foundation (NOF)** which specializes in making campuses zero-waste.
- The institution has entered into an MOU with NOF in a project called **Namma Green Campus Project** in the previous academic year to make the campus zero-waste.
- Colour coded bins were placed in the campus for throwing waste separately.
- Two leaf composters have been installed in the campus and compost was harvested two times in this year.
- **Orientation was given to the housekeeping staff** on collecting and segregating waste from the campus.

Liquid Waste Management

- Liquid waste from the different points of generation like the canteen and toilets etc. are let out as effluent into a proper drainage facility and to avoid stagnation.

E-waste Management

All the miscellaneous e-waste such as CDs, batteries, fluorescent bulbs, PCBs and electronic items are collected from every department and office and delivered for safe disposal.

Waste Recycling System of MSSW in Association with ITC

- At MSSW, paper recycling was conceived to inculcate in students a concern for the environment in which they live. The institution has tied up with ITC's WOW initiative programme where they come to colleges and collects the used papers and recycles it.
- MSSW promotes reuse of available one-sided used sheets were used for printing rough draft and preparing notes.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

MSSW attracts students from all over India, providing equal opportunities to young men, Women, Transgender, **differently abled** and marginalized sections of the student population.

- The **curricula** offered in the college Institution efforts in providing an inclusive environment.

Some of these courses include:

- Course on Women and Development, Social Work with families and Senior citizens, Disaster Management & Environmental Social work, social work profession, Social Work with individuals, Dalit and Tribal Empowerment
- Psychology papers offer greater understanding of gender as a social construct
- Social Entrepreneurship programme grounded on addressing both social and environmental problems through innovative business solutions and sustainable development

MSSW celebrates Community Day with a marginalized social group every year. Since 2016, MSSW has engaged with communities such as bonded labours from Irular community, Gypsy community, folk artists and rag pickers of Kodungaiyur community providing them with lunch and household items

- **Equal Opportunity Cell (EOC) of MSSW creates equal opportunity for students belonging to marginalized sections including those from SC/ ST and OBCs, minority communities, etc.**

Community Outreach

- During Chennai floods, the College functioned as an organized flood relief centre and distributed relief material worth more than 2.5 crore rupees to the most needy and marginalized communities.
- The College committed 20 students in collaboration with TATA Relief Committee, to provide psychosocial support
- In collaboration with SEEDS, an international organization, MSSW provided essential items to 8500 families.

Diversity is celebrated in MSSW

- **International Day of Older Persons** on 1st October 2015 under the theme: Social Integration of Senior Citizens: Youth Participation – A way forward”
- One of the research studies of the institution focused on ‘Survey on Diagnosis of Silicosis among **Quarry Workers** in Kancheepuram District’ during AY 2016-’17
- MSSW students’ Forum organised a workshop on ‘Gender and Space’ involving three different personalities from three different spaces –**A transgender, a women entrepreneur, and a male media personality** on 8th March 2019.
- Collaborated with Vision Age India to celebrate International Day of **Elderly Persons** Day on 26th September 2017.

- MSSW has given space for the transgender community to run a shop inside the campus to help them with livelihood. They sell eatables to the public and to students.

MSSW's Eco-Club functions as a society for environmental education through action to promote ecological sensitivity and sustainable living practices

- **Sustainable Development Goals on campus**
- National conference on Sustainable Development Goals focusing the importance of SDGs on 23rd March 2017
- Seminar on '**Dalit and Tribal Empowerment: The Reality Today**' for students to get insights about Dalits and Tribal Rights 4th September 2018.
- **The Equal Opportunity Centre of MSSW** organized a talk on CAA and NRC that discussed various issues connected with citizenship rights from legal perspective and role of media on 20th December 2019

Awareness session on Indigenous culture in India and the impact of modernisation was organised for postgraduate students in 14th March 2017 to **promote indigenous communities and culture.**

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Madras School of social work has been a pioneer in upholding constitutional values, rights, duties, and responsibilities. Constitutional obligations are integral to the founding principles of MSSW. All the courses cover the constitutional rights and responsibilities in the curriculum. Apart from the curriculum, various practical methods are followed for sensitizing our students, faculty members and other employees on Constitutional values.

- **Human Rights**
- MSSW and National Human Rights Commission (NHRC), jointly organised a training programme on Human Rights for students on 7th March 2017.

- MSSW and International Justice Mission (IJM) have been partnering since February 2018 to abolish the bonded labour system. Several joint initiatives have been organized
- Anti-Human trafficking club at MSSW and Anti-bonded labour day observation. **The Anti-Human trafficking club of MSSW was presented with “Champion of Justice Award” in February 2021 by Tamilnadu Police**

Deepening democracy

- NSS wing of MSSW organises programmes on Independence Day and Republic Day every year.
- A training programme was organised on Youth participation for social harmony through social legislations, from 17-18th February 2017.
- The Student Consumer Club of MSSW organised competitions to commemorate the World Consumer Rights Day on 15th March 2017.
- A talk show was organised for students on ‘Vibrant Democracy is possible because of its Citizens or its Four Pillars’ on 14th September 2018.
- A dialogue session was organised on ‘Participation Youth in Deepening Democracy’ on 17th September 2019.
- The Equal Opportunity Centre of MSSW organized a talk on CAA and NRC that discussed various issues connected with citizenship rights from legal perspective and role of media on 20th December 2019.

Education

- MSSW Student’s Forum initiative Blackboard organised a seminar on ‘Education system in India’ focusing on topics like Responsive classroom approach, Stress free teaching, Value based education on 4th February 2017.
- As a collaborative initiative with Pratham, PraDiGi digital app was designed to make learning a fun process for the children on 23rd September 2017.

Social Justice

- An awareness seminar on prevention of sexual harassment at workplace was organized on collaboration with Ooruni Foundations on 25th November 2018
- Seminar on ‘Dalit and Tribal Empowerment: The Reality Today’ on 4th September 2018
- Collaborated with Sweden Alumni Network India to organize Stakeholders Consultation on Safe Cyberspace and Sustainable Development for Women on 6th December 2019

Legal Awareness

- Social work students' forum organised a Legal advocacy session on Right to Information (RTI) and Public Interest Litigation (PIL) on 28th September 2016.
- Certificate Course on Social Status and Legal Rights of Women was organised for post graduate students on 6th June 2020

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

MSSW regularly commemorates the following days every academic year.

- The NSS Unit of Madras School of Social Work celebrates the **Independence Day** on 15th August at open air auditorium in the campus. Principal hoists the national flag with staff and students in attendance.

- On 18th October 2016 Anti-Narcotics Club organised a session to enhance one's knowledge on different types of drugs and their ill-effects on life in lieu of June 26th **International Day against Drug Abuse and Illicit Trafficking**.
- On September 5th **Teacher's Day** is celebrated by holding various competitions for the faculty members, followed by entertainment from students.
- **World Alzheimer's Day** is celebrated on September 2nd every year through creating awareness Alzheimer's disease and Dementia
- On 31st October, **National Unity Day** is observed with the students taking the oath towards practicing secularism in their daily life
- **World Mental Health Day** is celebrated on 21st October by the Department of Psychology through various awareness programs
- In collaboration with Vision Age India, **International Day of Elderly Persons** was celebrated on 26th September 2017 in the college premises.
- The launch of the Anti-Human Trafficking Club took place on 10th December 2018 at the Madras School of Social Work to commemorate the **70th International Human Rights Day**
- On 17th November 2019 (Sunday) **World Day of Remembrance for Road Traffic Victims** was organised by R-Safe NGO in association with Dr. M.G.R. Educational and Research Institute at CMBT as part of NSS Program.
- **National Constitution Day** is celebrated on 26th November as per the direction of Ministry of Youth Affairs and Sports and NSS Cell University of Madras. NSS unit of MSSW organises a lecture programme for NSS volunteers on the importance of Indian Constitution.
- The **Harvest festival** of state is celebrated as 'Community day' during the second week of January with specific theme for every year.
- Every year on 26th January, **Republic Day** is celebrated with great enthusiasm and patriotic fervour at the open-air auditorium, MSSW.
- On the occasion of **International Day of Persons with Disabilities** - 3rd December 2018, MSSW organized a discussion on empowering persons with disabilities and ensuring inclusiveness and equality
- In commemorating the **World Cancer Day** – 4th February 2019 a rally for Cancer Awareness was conducted at Edward Elliot's beach on 3rd February 2019 by Datri foundation and NSS of MSSW
- To celebrate **International Women's Day** - 8th March 2019, a health camp was organized for the benefit of students and staff members on March 8th, 2019, with the participation of senior medical professionals.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

BEST PRACTICE I

1. Title of the Practice: STUDENT ENRICHMENT PROGRAMME

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

An enrichment program enables students to realize their potential in multiple settings beyond the traditional boundaries of the classroom. Through student enrichment programme, MSSW aims to ensure that students develop a sense of self—awareness and a clear understanding of their potential. The Programme is designed to prepare students for a fruitful learning experience on campus and an exciting professional life thereafter. The specific aims include:

1. To create an environment for professional and personal enrichment.
2. To enhance employability skills of the students.
3. To explore the opportunity by providing networking platform for students.

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Human Resources related career field is evolving, with the focus changing from the administrative tasks to the strategic input and having a seat at the management table. This is facilitated by the evolving needs of current organizations and by technology, which enables more efficient processing or approval of transactions, budgets, and other financial activities. To meet the challenges of these times when companies hire new employees or analyze their job performance, preference is given to those candidates who are able to demonstrate distinct competencies and particular knowledge or skills required for a profession. Certifications help students to showcase their competency, commitment for the profession, additional knowledge and skill in the chosen professional subject area, and thus helps with job advancement. MSSW identified the need to bridge the gap between academic and industry needs by introducing Value Added Courses and Professional forum activities as a part of Student Enrichment Programme.

1. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The Student Enrichment Programme is designed as a mandatory part of the curriculum for course completion. As a part of the SEP, each student is expected to complete two Value Added Courses (VAC) offered by other departments and participate in at least three professional forum activities organized by National/International Organizations or Universities for each semester during PG Second Year.

Each VAC is 30 hours long and includes an assessment. These are designed in such a way that it includes all practical skills to be used at the work place. Each VAC is followed by a series of tests conducted at the completion of course that helps to assess the capabilities and expertise of an individual in his chosen subject area. This assures employers about the capabilities of an employee that he/she can successfully complete a job. The courses floated by VAC are industry-relevant and are designed by MSSW to enhance the job-readiness of its students. A few of these courses are:

- Building a Green Economy (MA – Social Entrepreneurship)
- Human Rights & Human Trafficking for Social Workers (MSW)
- Childhood disorders-assessment and counselling (MSc – Counselling Psychology)
- Circular Economy (MA – Development Management)
- Labour Laws & Employee Relations (MA – HRM)
- HR Analytics (MA – HROD)
- Social Innovation & Design Thinking (MA – Social Entrepreneurship)

VAC courses are updated for each academic year. 71 Courses were offered in the last 5 years. NHRD, NIPM, ISTD, Pondicherry University, NIMHANS, Bangalore University are some of the notable external agencies involved in providing VAC.

SEP also involves compulsory participation in at least three professional forum activities like conference / seminars / workshops organized by forums of other colleges, association, universities, of national or international repute. The students not only develop their professional network, but also gain practical knowledge of their future workplace. The students are constantly encouraged to present or publish papers in these forums leading to their holistic development.

Thus, SEP at MSSW has been designed to align with its mission to create outstanding professionals by providing students practice-oriented pedagogy involving multi-disciplinary social sciences perspectives.

1. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

SEP at MSSW has been in place for more than five years. It has been enforced as a mandatory part of the course curriculum so that all students are able to use this opportunity. The VACs that are offered as a part of the SEP are decided by the department after deliberating on the emerging requirements in the industry

and job market. This ensures that the list of courses on offer is updated each year along side keeping the department aware of what the industry expects from the students. The professional forum activities offered as a part of SEP have emerged as a common platform for practitioners and students to interact on various topics related to the current scenario thereby leading the practitioners to identify potential future workforce for their organization. For instance, HR Coffee Club brings together corporate HR experts to address students on contemporary HR issues related to work environment, labour issues and business. This continuous networking help students to have direct interactions with practitioners, thus paving way for internships during their course of study and also for off-campus placements after completion of course. Our placement report is the evidence of success of SEP at MSSW.

1. Problems Encountered and Resources Required

Identify the problems encountered and resources required to implement the practice (in about 150 words).

SEP at MSSW has been uniquely pitched to ensure that the students are prepared for excelling in their professional areas. One of the biggest challenges that we face with regard to SEP is scheduling the sessions on weekends. Ensuring student participation in these VACs and professional forum activities are a challenge. The departments orient their students and highlight the need for corporate networking for a fruitful career path. The professional forum activities require guest experts from different areas. Getting the best external resources person for all these programmes have proved to be challenging since most of them have difficulty in allotting time from their work schedule. However, SEP's professional activities have often leveraged on its extensive and illustrious alumni network to bring the best minds to the campus. With regard to the resources, MSSW is fully equipped Audio-Visual center to conduct VAC in the premise.

7. Notes (Optional)

BEST PRACTICE- II

1. Title of the Practice

RECOGNITION FOR HUMANITARIAN SERVICE THROUGH MCJ AWARD AND MCJ LECTURE

1. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

MSSW, in the journey of creating professionals in the field of social work and allied disciplines, follows the best practice of recognising outstanding contributions made by individuals or organizations in the field of social services. The prestigious Mary Clubwala Jadhav Award for Humanitarian Service has been instituted by MSSW to encourage distinguished work contributed to the betterment of weaker and vulnerable sections of the society. The specific aim of the MCJ Award include:

To encourage humanitarian service by recognizing outstanding contributions in the field of social service by individuals or organizations.

1. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

MSSW founder Ms. Mary Clubwala Jadhav, was a humanitarian at heart who made profound contributions to society. During her lifetime, she established and served in over 150 social welfare organizations. In recognition of her stellar contribution to improving the lives of soldiers, destitute children, women and the differently abled, she was honoured with the "Outstanding Service Award" by the International Council of Social welfare in 1972 and India's highest civilian honours - the Padma Shri, the Padma Bhushan and the Padma Vibhushan. **MSSW in its endeavour to carry forward the legacy of Mary Clubwala Jadhav and honour her memory has instituted the annual MCJ Award and MCJ endowment lecture series.** MCJ award for humanitarian service is conferred on individuals /organizations for outstanding contributions in social service. **The Award serves to recognize and advance the efforts of the recipient organization, and to sensitize the student community to have a humanitarian focus in their personal and professional lives.**

1. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The annual MCJ award and MCJ endowment lecture series for humanitarian service was instituted during the diamond jubilee celebration of MSSW in the year 2012. Since then, every year the award has been given to individuals / organizations who have contributed to the betterment of weaker and vulnerable sections of the society. The award carries a cash prize of INR 1,00,000 and a citation. By recognising the professionals in the field, the awards help the individuals and organisations to demonstrate great courage and creativity in their work, the power to inspire others, the ability to lead as well as to follow, and incredible integrity in difficult circumstances.

One of the most unique features of the Award is that it involves multiple stakeholders of MSSW at different levels in the process. While the faculty and students are involved in identifying the resource person for the annual Lecture series, an independent jury scrutinizes the Award entries. This concerted team effort involving students sensitizes them to the need for humanitarian approach in their professional

lives and exposes them to the work of those recognized.

- Principal proposes a particular social cause in the Executive Council meeting every year.
- Once discussed in the Executive Council, the matter is approved in the HOD's meeting. The modalities and plans are charted, and information is shared to the public.
- The HODs or staff are free to suggest an appropriate resource person to deliver the MCJ Endowment Lecture with wide-ranging experience of working in the thematic area for that year. The date for the programme is finalized in consultation with the resource person and roles and responsibilities are delegated to the staff under different committees for planning and executing the same.
- For the MCJ Humanitarian Service Award, an independent jury consisting of experts from diverse backgrounds is constituted, they scrutinize the entries for the award, shortlist the organizations and conduct interviews and submit a report recommending the organization for that year's MCJ Award. The independent external jury's decision is final, and the recommended organization is intimated.
- The programme is executed by the various committees to precision making it a concerted team effort.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Every year around 700 students are sensitized through the lecture and introduced themselves to the social issue and resulting in a positive impact in the fight against the humanitarian crisis. Some of the prominent winners of the MCJ Award in the recent years include:

- International Justice Mission (2020, Anti-Human Trafficking)
- T. K. S. Senthil Kumar - Anbalayam (2019, Mental Health)
- Ms. Noori Saleem - South Indian Positive Network (2018, Welfare and social integration of Transgendered Person)
- Ms. Meerabai Ekambaram – Anbalayam (2017, Women and Child Welfare)

Some of the illustrious names from social work area and allied disciplines who have been invited to MSSW as a part of the MCJ Endowment Lecture series include:

- Dr. Vandana Gopikumar - Co-founder, Banyan Home (2020, Mental Health)
- Ms. Nirmala Menon - CEO & Founder. Interweaver consulting (2019, Diversity & Inclusion)
- Ms. Meera Shenoy - Founder, Youth for JOBS (2018, Ability in Disability)
- Dr. V Suresh - National General Secretary, PUCL (2017, Deepening Democracy – Challenges)

The inspirational endeavours completed by this award's recipients will establish a sustainable foundation to provide ongoing value and benefit to their beneficiary, clients, patients, and the public at large.

6. Problems Encountered and Resources Required:

(Identify the problems encountered and resources required to implement the practice (in about 150

words).

Finalising the Award winner is a challenge as all nominated organisations do a remarkable work in terms of impacting the society in their own way. Till 2018, this award was confined to Tamil Nadu, but from 2019 it was decided that the MCJ award for Humanitarian service will be extended to Indian states. Advertising the Award at the National level is quite challenging. Last year the Award theme was in the area of Anti-Human trafficking, getting nominations from organization from working in the area of anti-human trafficking was a great challenge.

MSSW takes care to ensure that expert jury is on board to decide on the winner of the MCJ Award. Each year the MCJ jury committee is formed and the judging criteria is reviewed and it is transparent. MSSW aspires that this award will be a recognition that will acquire a global stature in the times to come.

7. Notes (Optional)

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Distinctive Practices of MSSW

Connect with Communities

MSSW constantly engages with community on their needs and issues. Contributing to the welfare of the society at large is a core value of MSSW and aligns with its overall vision.

- **Community connects during natural disasters:**
 - During 2016 Chennai floods
 - Distributed relief material worth more than 2.5 crore rupees to needy and marginalized communities
 - Committed 20 students in collaboration with the TATA Relief Committee to provide psychosocial support
 - Collaborated with international organization SEEDS to provide essential items to 8500 families

- **Connect with Slum Community:**

- MSSW departments with MCJ-Guild of Service adopted the marginalized Below Poverty Line Community (Slum) in Chetpet area. Some of the main work done here include:
 - Examining demographic characteristics of slum dwellers and know more about problems and constraints of slum residents
 - Survey of residents in Chetpet Slum neighbourhood, namely Mangalapuram, Brindhavan, M.S Nagar and Jaganathapuram to analyze their living conditions, health, hygiene, level of awareness about government schemes, and economic issues
- The area also has a 'Study Centre' established by Guild of Service. The poor students who are studying in MCJ School benefits from it. MSSW students have been volunteers in the Guild of Service Study Centre Project for tutoring young girls between 3rd standard and 9th standard from 1st July 2019 to March 2020. Keen interest is taken in reaching out to external sources (NGOs & private assignments, emergency interventions etc.) through this Center.

- **Connect with Community during Pandemic:**

- Community connect was stepped up during pandemic.
 - Medical camp on 3rd July 2020 in collaboration with the Greater Chennai Corporation
 - Health camp for residents of Chetpet Slum
 - Counselling services, relief to families in the form of dry groceries, health camps and volunteering for the work of Government and NGOs.
 - Volunteering for the affected community and taking concerted action to alleviate the sufferings of elderly, women, differently-abled, children and the homeless people
 - Role plays and awareness campaigns to teach slum dwellers about the safety protocols during the pandemic
 - Health sessions on Gynecology services, ophthalmology services and general checkups in which more than 250 patients have benefitted

- **Connect with Rural Community:**

MSSW has been supporting rural development in the village of Karlapakkam on the outskirts of Chennai.

- In 2020, the students of MSSW spent hundreds of hours on Extension activities, conducting awareness programmes, rallies, street plays, health camps, etc.
- Action programme "Magalirkaana Vaalvaathaara Vilipunarvu Mugaam" focused on women empowerment by creating awareness about "One-stop Centre" and the various schemes provided to women by the government
- NSS unit of MSSW affiliated to the Madras University had organized 7-days special camp from 10.02.2019 to 16.02.2019 at Karalapakkam village, Thiruvallur district. 50 volunteers enthusiastically participated in the camp.

Connect with indigenous Community:

As an initiative of community connect, MSSW closely works with indigenous communities to empower them with entrepreneurial skill. Nakuras is an E-commerce social enterprise that offers handcrafted

lifestyle products created by tribal artisans of the Narikurava community in Tamil Nadu to consumers all across the country. The Narikurava artisans are gifted with the talent and traditional skills to craft exquisite jewellery designs in styles that are unique to their culture and heritage. MSSW has been instrumental in opening up a market ecosystem to this artisan community. As a result of the intervention, Nakuras:

- Participated in 4 major jewellery exhibitions including Art Expo 2020, IIM Trichy and Kalaikatchi Art Expo, Chennai
- Participated and won in multiple pitch fests, competitions and business summits including Tamil Rise 2020, and Social Pitch Fest LIBA and raised around Rs 8 lakh as seed grant winners
- Successfully completed 15 community training via offline and online workshops with more than 50 Narikurava women
- Was able to raise funds worth Rs. 2,00,000 and distributed relief materials including safety kits, food and other necessities to more than 1000 Narikurava families during pandemic

Connect with student community:

- MSSW partners with Puthri foundation in providing life skill to girl children from underprivileged families, studying in Corporation or Government School, between the age group of 13 & 18 years, studying in classes 8th to 12th. These children are trained through a combination of classroom sessions, games and corporate exposure. The project aims to help the children understand their capabilities better, prevent them from dropping-out of school and helping them build meaningful relationships and developing the necessary skills to be successful in their career.

Igniting Minds – Community extension program of MSSW Library

Igniting Minds is an initiative of MSSW Library aimed at promoting the reading habits of students of Mary Clubwala Jadhav School. Majority of the students of MCJ School are from downtrodden families who are not aware of importance of reading. The student volunteers of MSSW engages with the students during their library hours by telling them stories, talking about various leaders, reading biographies to inspire them to develop the habit of reading.

- **Connect to support live hood for transgender community:**

MSSW has given space for the transgender community to run a shop inside the campus to help them with livelihood. They sell eatables to public and students

- **Connect to youth community**

- **Youth Resource Centre (YRC)** at MSSW helps unemployed youth to get skill training and avail job opportunities. Since its inception, the Centre has been identifying unemployed youth and referring them to job opportunities. As an Institution for social work, MSSW educates and trains its students to effectively address social issues like unemployment, women empowerment, access to healthcare etc. The students of MSSW not only gain in depth knowledge about such issues but also participate in social change in multiple ways.

The Way Forward:

MSSW Community College Extension Project: ABAN group has donated to MSSW over 4.3 acres of land in Minjur near Ennore, Thiruvallur District. Based on preliminary study, it has been decided to focus on rapid employment possibilities by starting a Community College to train youth on specific trades that fetch immediate employment.

File Description	Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

- **MCJ Award for Humanitarian Service** in recognition of outstanding contributions made in the field of social services by the NGOs, Social Workers.
- **Green campus** MSSW practices sustainable resource management practices in water and energy conservation like Rain water harvesting structures & Having clean and green campus with ample trees and plants
- **Strong research promotion policies** – Research policy is in place to promote research apart from consultancies. Faculty are provided with seed grants for doing micro research.
- **Field work and Internship** are strength of MSSW. It's field-based, the students undergoing the course of his/ her own choice will get opportunities to undergo concurrent (weekly two days) and block (30 days in a semester) patterns. Virtual interns entertained during New-normal.
- **Experiential Learning** - By virtue of its commitment to mission *an experiential transformative process of education and practice-oriented pedagogy involving multi-disciplinary social sciences research* the college is devoted to the application of experiential learning in its teaching-learning process. A platter of teaching methods is adopted besides classroom lectures, which includes group discussions, seminars, dipstick studies, role-plays with audio-visual aids, skill labs and other simulation-based training methods.
- **Community Connect** - MSSW constantly engages with community on their needs, issues & welfare of the society at large is a core value of MSSW and aligns with its overall vision. MSSW has been supporting rural development in the village of Karlapakkam on the outskirts of Chennai
- **Participative Learning** - To augment their participative experiences and enable students to **think creatively**, they are exposed to mechanisms which encourage involvement. Training in **street theatres, role plays, mock interviews** are done on a regular basis to ensure the above
- **Centres of Excellence** The Centre for Social Entrepreneurship has implemented a variety of activities to support and promote social entrepreneurship within and outside the campus. The Centre for Health Psychology focuses on training field level personnel and executives. Other centres are Centre for Ageing and a Centre for International Collaboration.
- **Collaborations** – The college collaborates with a wide variety of stakeholders such as the Government, NGOs, Corporate organizations and schools. Joint consultations are held in partnership with NGOs and advocacy groups on policy issues. and formulating Govt schemes and policies.

Concluding Remarks :

- **The Management of the college comprises of committed former civil servants, industry leaders, entrepreneurs and illustrious alumni.**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>18</td><td>16</td><td>14</td><td>15</td><td>14</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>17</td><td>15</td><td>13</td><td>14</td><td>13</td></tr></table> <p>Remark : Input edited referring data provided by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	18	16	14	15	14	2020-21	2019-20	2018-19	2017-18	2016-17	17	15	13	14	13
2020-21	2019-20	2018-19	2017-18	2016-17																	
18	16	14	15	14																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
17	15	13	14	13																	
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>760</td><td>604</td><td>455</td><td>518</td><td>447</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>766</td><td>604</td><td>455</td><td>518</td><td>447</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	760	604	455	518	447	2020-21	2019-20	2018-19	2017-18	2016-17	766	604	455	518	447
2020-21	2019-20	2018-19	2017-18	2016-17																	
760	604	455	518	447																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
766	604	455	518	447																	
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>790</td><td>785</td><td>797</td><td>760</td><td>716</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>362</td><td>349</td><td>363</td><td>362</td><td>345</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	790	785	797	760	716	2020-21	2019-20	2018-19	2017-18	2016-17	362	349	363	362	345
2020-21	2019-20	2018-19	2017-18	2016-17																	
790	785	797	760	716																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
362	349	363	362	345																	

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
802	802	802	802	772

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
382	382	386	400	363

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
138	141	141	141	131

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
139	142	142	134	132

Remark : Input edited referring data uploaded by HEI

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**2.3.3.1. Number of mentors**

Answer before DVV Verification : 53

Answer after DVV Verification: 49

Remark : Input edited referring data uploaded by HEI

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 437

Answer after DVV Verification: 428

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.24	0.25	0.26	0.10	0.09

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.05	1	1.025	2.575	0.92

Remark : Input edited referring data uploaded by HEI.

3.1.3

Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	0	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Input edited as HEI has not provided any fellowship supporting documents

3.2.2

Percentage of teachers having research projects during the last five years**3.2.2.1. Number of teachers having research projects during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	4	8	6	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	7	4	1

Remark : Input edited referring data uploaded by HEI.

3.2.4	<p>Average percentage of departments having Research projects funded by government and non-government agencies during the last five years</p> <p>3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>1</td><td>4</td><td>2</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>4</td><td>4</td><td>5</td><td>4</td><td>1</td></tr></table> <p>3.2.4.2. Number of departments offering academic programmes</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	3	1	4	2	1	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	5	4	1	2020-21	2019-20	2018-19	2017-18	2016-17
2020-21	2019-20	2018-19	2017-18	2016-17																						
3	1	4	2	1																						
2020-21	2019-20	2018-19	2017-18	2016-17																						
4	4	5	4	1																						
2020-21	2019-20	2018-19	2017-18	2016-17																						
3.4.2	<p>Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years</p> <p>3.4.2.1. How many Ph.Ds are registered within last 5 years</p> <p>Answer before DVV Verification : 26</p> <p>3.4.2.2. Number of teachers recognized as guides during the last five years</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 30</p>																									
3.5.1	<p>Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).</p> <p>3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>6.53</td><td>55.94</td><td>11.58</td><td>3.44</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.88</td><td>5.95</td><td>60.44</td><td>11.58</td><td>3.44</td></tr></table> <p>Remark : Input edited referring data uploaded by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	6.53	55.94	11.58	3.44	0	2020-21	2019-20	2018-19	2017-18	2016-17	0.88	5.95	60.44	11.58	3.44					
2020-21	2019-20	2018-19	2017-18	2016-17																						
6.53	55.94	11.58	3.44	0																						
2020-21	2019-20	2018-19	2017-18	2016-17																						
0.88	5.95	60.44	11.58	3.44																						
3.6.2	<p>Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years</p>																									

3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	5	1	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	1	1	1

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
737	761	777	696	635

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1735	961	777	696	632

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 20

Answer after DVV Verification: 18

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
116.59	105	30	23	31

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

60	105	30	23	31
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Remark : Input edited as we have to consider only utilization of infrastructure up to 2020.

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8.27	6.63	5.34	8.47	7.44

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8.27	6.63	5.34	8.46	7.42

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 260

Answer after DVV Verification: 238

Remark : Input edited referring data uploaded by HEI.

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
278.51	257	232	270	385

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
279	257	232	270	385

Remark : Input edited referring data uploaded by HEI.

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive

examinations as offered by the Institution during the last five years.

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
780	655	254	331	452

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
777	658	254	331	452

Remark : Input edited referring data uploaded by HEI.

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	4	3	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	2	3	0

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.84	47.08	3.31	9.50	1.64

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

	15.84	47.08	3.31	9.50	2.89
7.1.4	Water conservation facilities available in the Institution: <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above</p>				

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations